français

French

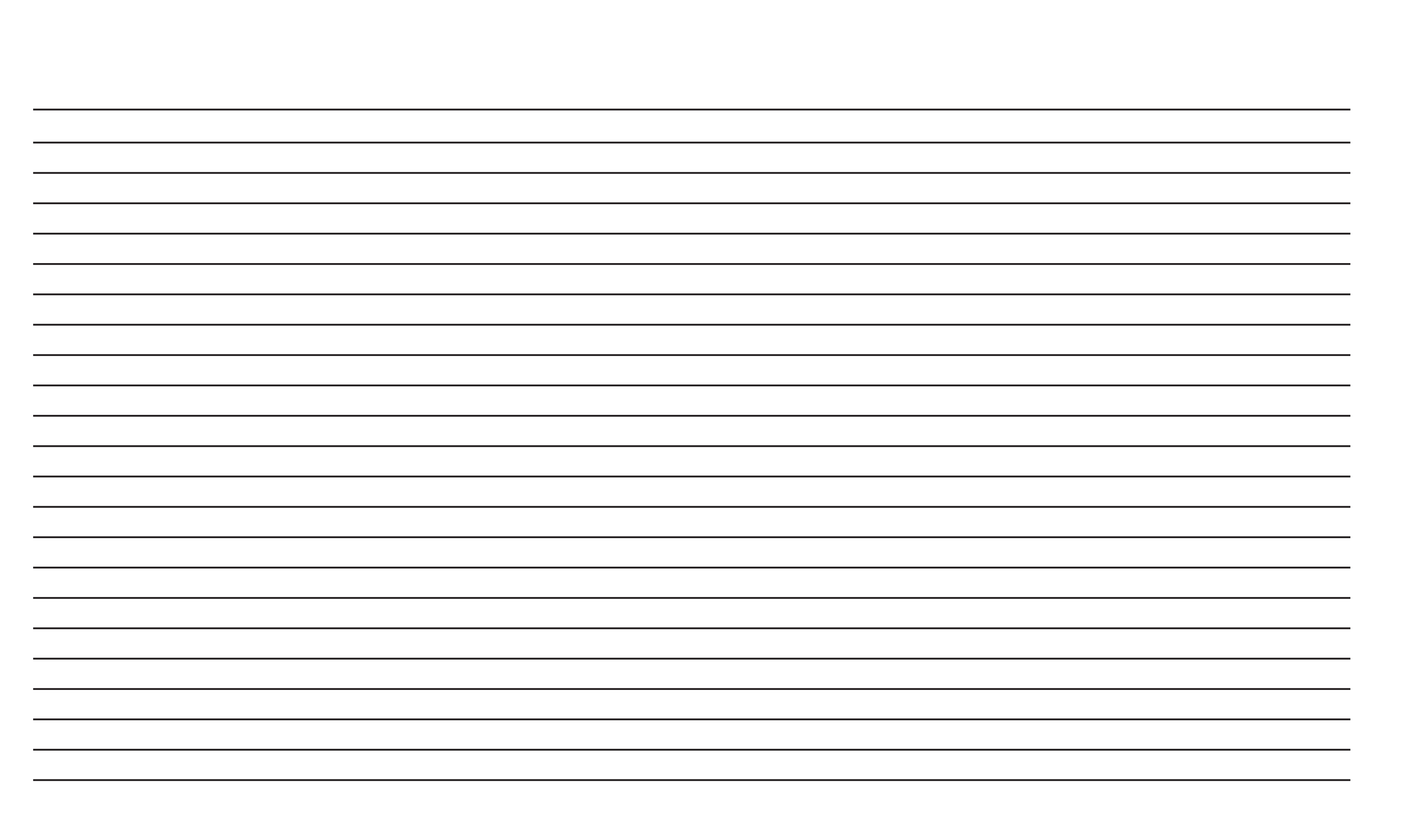
Language Guide

April 2016
French 1.2

French

Recommended Grammar Sequence

Notes



MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

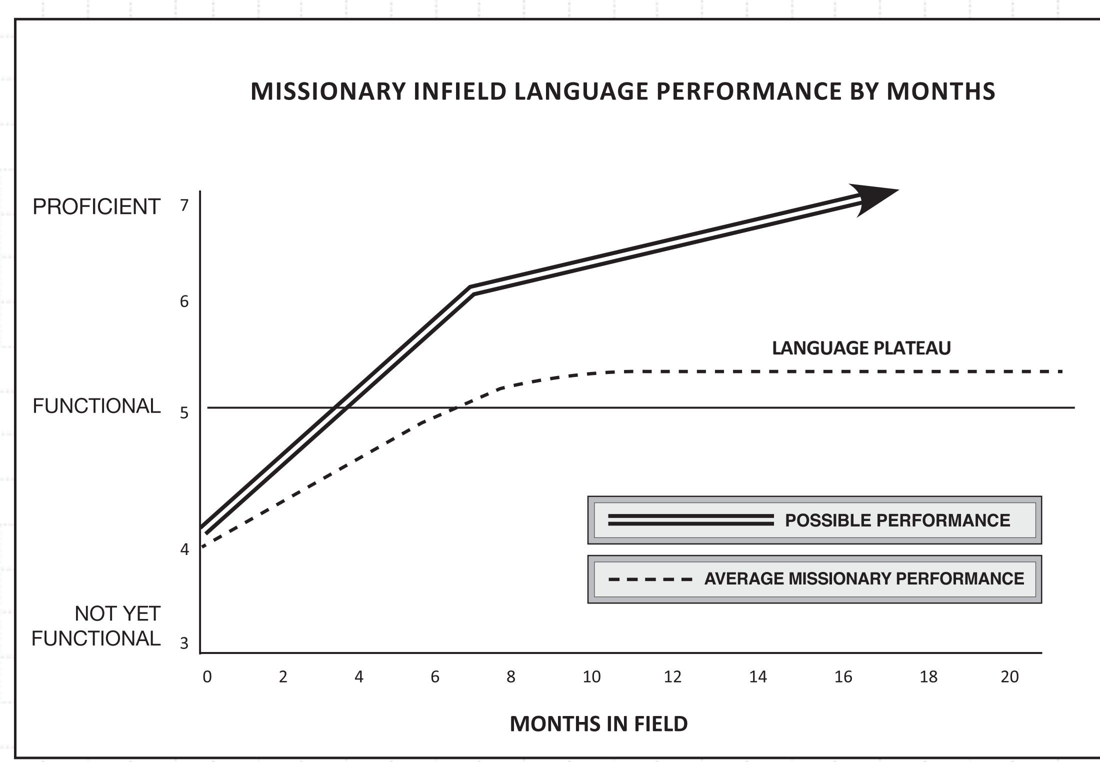
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

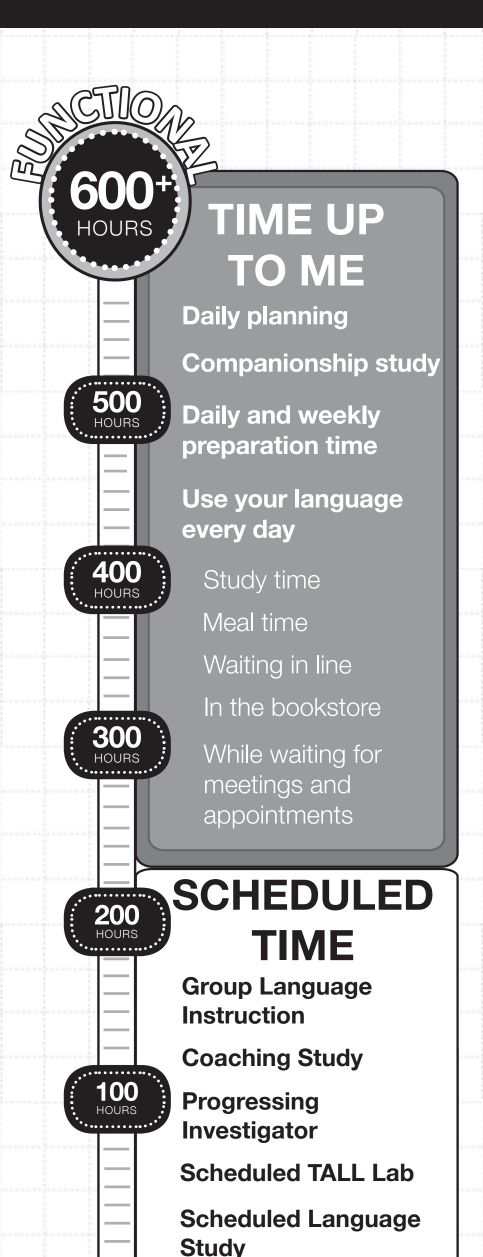
What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.





Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel, 128)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

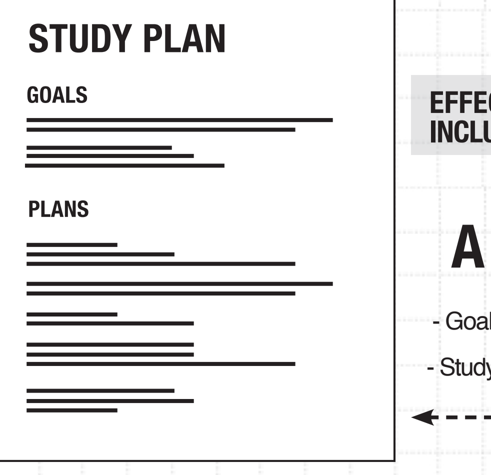
MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.



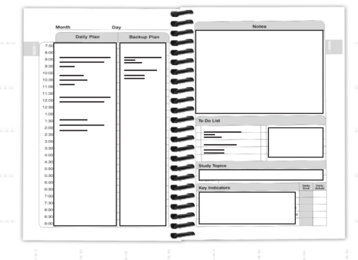
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [What]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

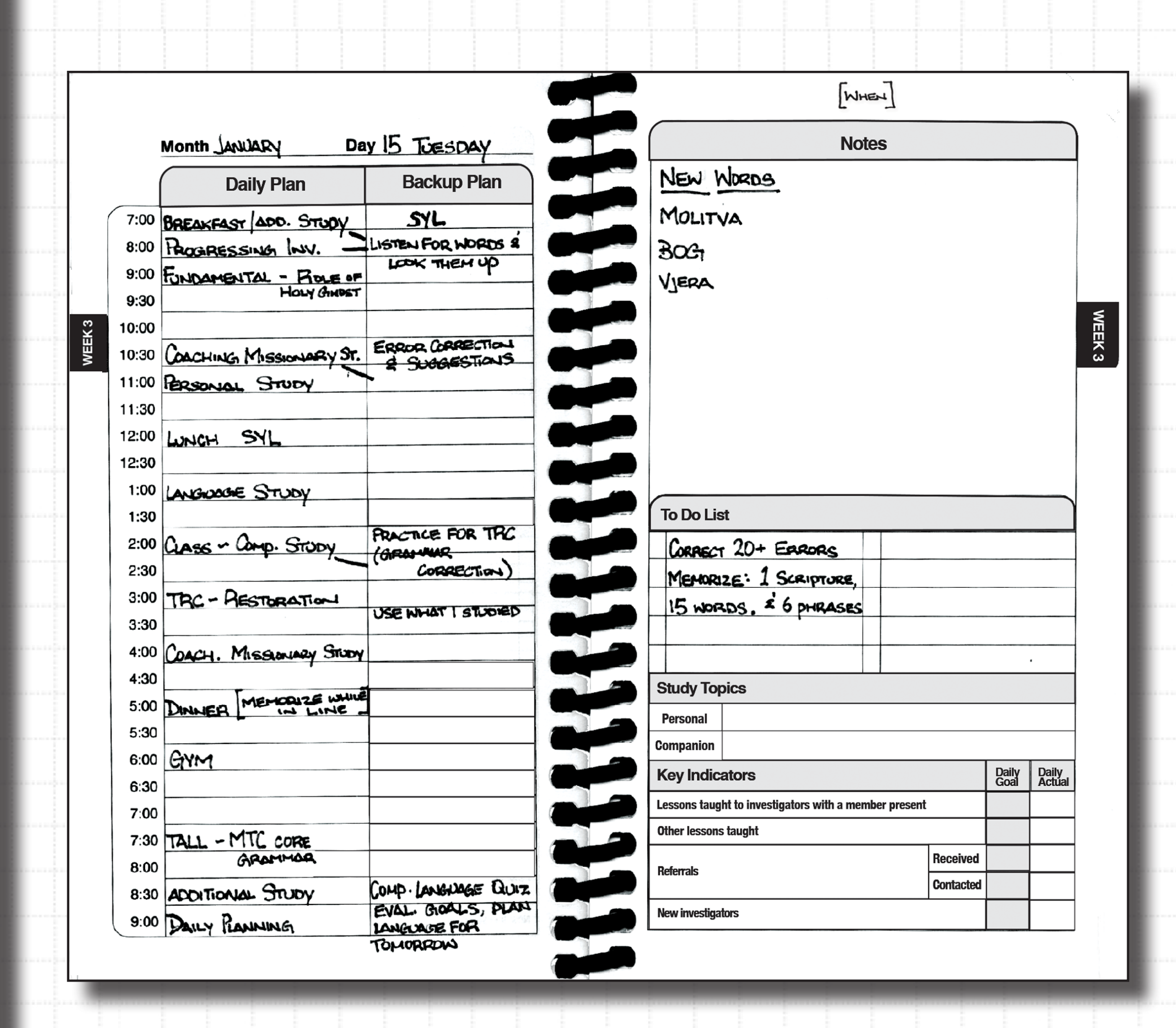
Study Plans: [How]

- Use every moment well
- Use the study ideas from our teacher [How to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [Why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



[When]

WEEK 3

Month January Day 15 Tuesday

	Daily Plan	Backup Plan
7:00	Breakfast/Add. Study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Role of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary St.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class - Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	Use what I studied
3:30		
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [Memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ errors
- Memorize: 1 scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language Study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

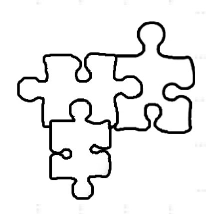
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





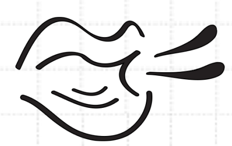
STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



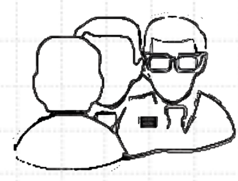
STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

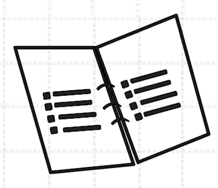
- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY





NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

GRAMMAR PRINCIPLE

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

	Tengo *I have (am)*		**mucho** *very*	**miedo** *afraid of*	**a los perros** *dogs*
Cuánto(a/s) (no) *How much*	**tengo** *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
Sí, *Yes,*	**tienes** *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
No, *No,*	**tiene** *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
¿Por qué *Why*	**tiene** *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
Porque *Because*				**hambre** *hungry*	**enseñar a las personas** *of teaching people*
				sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
				calor *hot*	
				frío *cold*	
				frío *cold*	

¿Tiene mucho sueño?
Are you very sleepy?
Sí, tengo mucho sueño.
Yes, I am very sleepy.
No, no tengo sueño.
No, I am not sleepy.

¿Cuántos años tiene?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

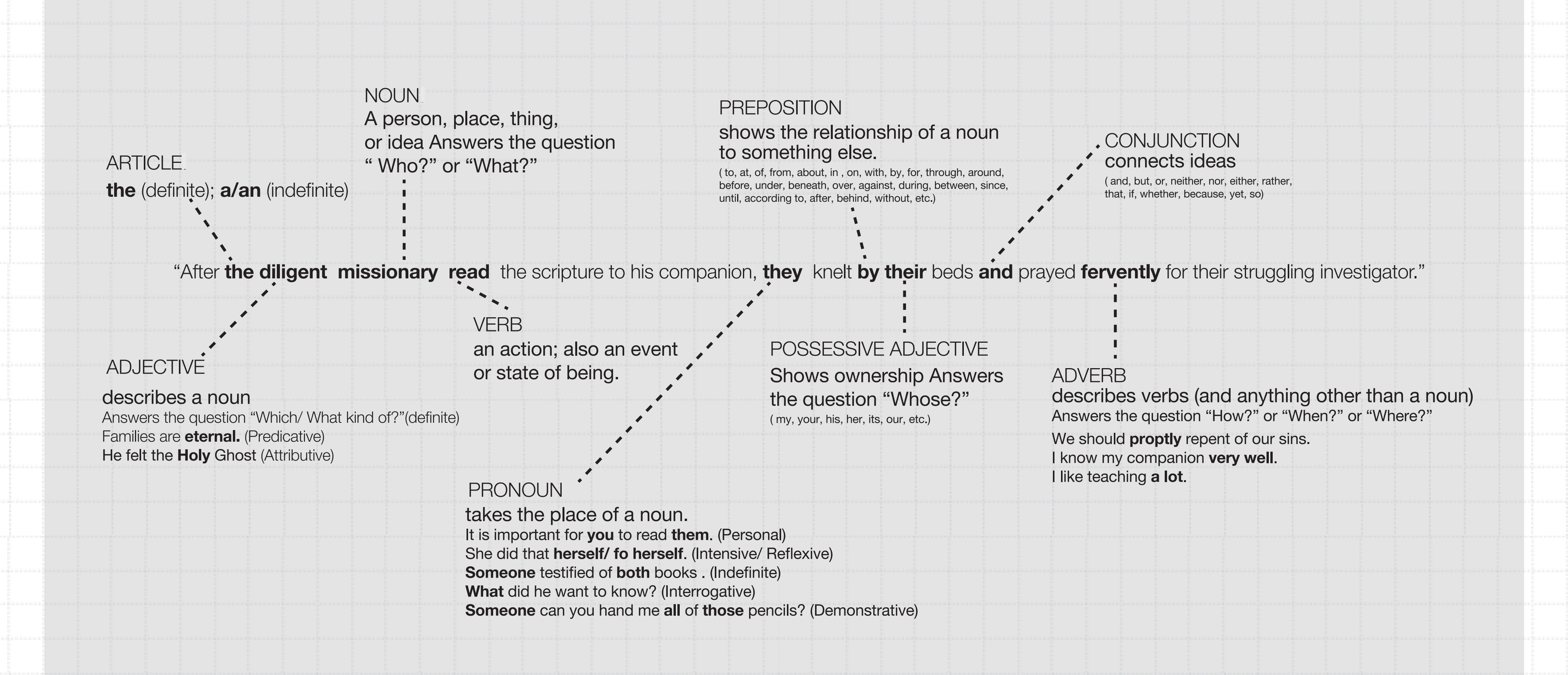
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I **am a missionary.** (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Alphabet and Basic Pronunciation

LETTER	ENGLISH APPROXIMATION & PRONUNCIATION	FRENCH WORD EXAMPLES
A-*Ah*	*Like the English exclamations: **ah!** or **ah-ha!** or the word **us***	**appel, mari**
B-*Bay*	*Like the English **b**.*	**bien, bonne**
C-*Say*	*Like the English **k**, except:* **when followed by vowels **e**, **i** or **y**, the **c** = the English **s**.* ***French **c** can also look like "**ç**" (known as a "cé cédille", which also makes the English **s** sound.*	**avocat,docteur** ***fiancé, facile** ****garçon, français**
D-*Day*	*Like the English **d**.*	**Demander, dormir**
E-*Euh*	*When pronounced, this letter has two possible sounds:* *1 – kind of like **oo** in b**oo**k and with the lips slightly rounded.* *2 – like **euh** as in "**euh**….i don't know!"*	**Se lever, venir**
F-*Ef*	*Like the English **f**.*	**facile, femme**
G-*Jay*	*Like the English **g** in **g**ravel except:* **when followed by vowels **e** and **i,** it makes a **soft g** sound as in measure.* ***when followed by **n**, the **g** combines with **n** to make the **n** sound as in the English word companion*	**grave** ***agir, généalogie** ****compagnon**
H-*Osh*	*Always silent no matter where it's placed in a word.*	**habiter, adhérer**
I-*Ee*	*Sounds like **ee** as in fleet, seem.*	**ami, Bible**
J-*Jee*	*Like the **soft g** sound as in measure.*	**Juger, jouer**
K-*Ka*	*Like the English **k**.*	**kaki**
L-*El*	*Like the English **l**.*	**Lessive, aller**
M-*Em*	*Like the English **m**.*	**Mère, aimer**
N-*En*	*Like the English **n**.*	**Bénir, nager**
O-*Oh*	*Like the English **o**, as in bl**o**w.(without the gradual rounding of the lips at the end of the word)*	**Gros, vélo**
P-*Pay*	*Like the English **p** except:* **when it is followed by an **h**, then it sounds like the English **f**.*	**Pouvoir, appeler,** ***pharaon**
Q-*Cute*	*Q is almost always followed by u; which makes the k sound.*	**Quatre, quelqu'un**
R-*Ehr*	*The sound is **throatal**, as if you were gargling.*	**partir, parabole**
S-*Es*	*As English **s**, like **s**ore except:* **when it's surrounded by two vowels, then it sounds like a **z** as in easy.*	**savoir, assister,** ***déposer**
T-*Tay*	*Like the English **t**.*	**terre, trouver**
U- *CUte*	*This sound does not exist in English, the tongue is placed as to say **ee** while the lips are rounded as if you were pronouncing **oo** as in b**oo**t.*	**voiture, étudier**
V-*Vay*	*Like the English **v**.*	**voir, arriver**
W-*Dooble V*	*Sometimes like the English **v**, sometimes like the English **w**.*	**wagon**
X-*Eeks*	*Like the English two englsih **x** sounds as in example and taxi*	**exemple, taxi**
Y-*Ee-grek*	*Like the English **ee** sound as in gr**ee**t.*	**martyr, tyran**
Z-*Zed*	*Like the English **z**.*	**zoo, zèbre**

Accents:

There are 4 kinds of accents in French, placed on vowels:

1. L'accent aigu – **é**
   *This accent makes the English **a** sound as in day, bay or tray.*
2. L'accent grave – **è**
   *This accent makes the English **e** sound as in **E**sther.*
3. L'accent circonflexe - **ê**
   *Same as the above **è** sound (see #2)*
4. L'accent tréma – **ï**
   This accent makes the vowel sound pronounced individually as in Moïse (pronounce Mo-ee-z). Whithout the tréma the vowel would follow the pronunciation described in the section 'Combination of vowels and consonants'.

The **circonflexe** accent can be found on most vowels and the **grave accent** can be found on **u** and **a**; however, only when placed on the **e** do these accents change the sound of the letter!

Combinations of vowels and consonants:

Most times when certain vowels are found together, or follow each other, it changes the sound of the letters to make a new sound:

oi = what	**eu, œu =** b**oo**k or **"euh…"**	**ai** *or* **ei = (è** as in **E**sther**)**	
au *or* **eau =** l**ow**	**ou** *or* **où =** b**oo**t	**ie = i** or b**ee**	**er** *or* **ez = (é** as in n**a**me**)**

NASAL SOUNDS (***Pronounce the vowel but NOT the M or the N.)***	
on, om = as in **on**ly	in, im, ain, aim, ein = as in **an**d
an, en, am, em = as in **on**	un, um = as in h**um**ble, **un**der

The nasal sound is only produced when the two-letter combination is followed by a different consonant (***ont***) or if it's at the end of a word (**demain**).

General Comments on Pronouncing French Words

When do I pronounce the end of a word?

- If the word ends with a consonant or consonants (tem**ps**) then don't pronounce it/them unless the consonant is **c, f, l,** or **r** (there are some exceptions: cle**f**, blan**c**, mange**r** etc…)
- If the word ends with **a, i, o,** or **u**, then do pronounce the end of the word.
- If the word ends with **e**, then pronounce the consonant before **e** (unless it is **é**, then pronounce the **é** as well).

What is a liaison and when do I use it?

A liaison is when you pronounce the last consonant of one word (il**s**) at the beginning of the next word (_ont). You do this when the first word ends with a consonant (il**s**) and the following word begins with a vowel (**o**nt). Note that when the 's' is liasoned it makes the z sound. Thus 'ils ont' is pronounced 'il-**z**ont'.

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
aller	*to go*
être	*to be*
venir	*to come*
appeler	*to call*
travailler	*to work*
aimer	*to like / love*
jouer	*to play*
faire	*to do / make*
avoir	*to have*

Numbers	
1 **un**	*11* **onze**
2 **deux**	*12* **douze**
3 **trois**	*13* **treize**
4 **quatre**	*14* **quatorze**
5 **cinq**	*15* **quinze**
6 **six**	*16* **seize**
7 **sept**	*17* **dix-sept**
8 **huit**	*18* **dix-huit**
9 **neuf**	*19* **dix-neuf**
10 **dix**	*20* **vingt**
21 **vingt et un**	*30* **trente**
22 **vingt-deux**	*40* **quarante**

Common Nouns	
le fils	*the son*
la parole	*the word*
un prophète	*a prophet*
un missionnaire	*a missionary*
Le Livre de Mormon	*The Book of Mormon*
la Bible	*the Bible*
la vérité	*the truth*
le pardon	*forgiveness*
le Plan de Salut	*Plan of Happiness*
un/une saint(e)	*a saint*
la vie	*life*
l'objectif	*the purpose*
un/une représentant(e)	*a representative*

Review:

Immediate Review:

Think of how this task can help you help an investigator feel more comfortable as you first meet them. Practice with your companion the sentence structure in the task by introducing yourself as a missionary, asking a few simple questions, and find a few common interests.

Grammar Help:

Become familiar with the six subject categories and their meanings. Recognize that questions can be asked in several different forms. Review the differences between the questions asked in the task. Also notice the difference between the prepositions used for different geographical locations.

Subjects	
Je *I*	**Nous** *We*
Tu *You (familiar)*	**Vous** *You (formal/plural)*
Il / Elle / On *He / She / We*	**Ils / Elles** *They (m / f)*

Preposition	
Dans	*In*
À	*At / To*
Pour	*For*
En	*In*
De	*From / Of*

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want to be able to understand our investigators' situation in life in order to be able to know how to invite them to come unto Christ...), then use the sentences in the task to be able to accomplish your goal.

Greeting	How Question Form	Response	Farewell
Bonjour *Hello* **Salut** *Hi*	**Comment allez-vous ?** *How go you?* **Comment ça va ?** *How it goes?*	**Je vais bien** *I go well* **Ça va bien** *It goes well*	**Au revoir** *To the re-seeing* **À plus tard** *To later*

Where are you going to serve?		
Où est-ce que vous allez faire votre mission? *Where is it that you are going to do your mission?*		
Je vais faire ma mission... *I am going to do my mission*	**Nous allons faire notre mission...** *We are going to do our mission*	**en France / Nouvelle-Calédonie / Afrique** **aux Antilles/ États-Unis** **au Canada / Tahiti** **à Montréal / Paris / Lyon**

Question Phrase	You like to do	Phrase
Qu'est-ce que *What do*	**vous aimez faire** *you like to do*	**dans votre temps libre ?** *in your free time?* **avec votre famille ?** *with your family?*

Question Marker	To Like	Activity
Est-ce que... *Do you...*	**J'aime** *I like* **Tu aimes** *You like*	**jouer aux sports** *play sports* **faire de la musique** *make music* **regarder des films** *watch movies* **passer du temps avec des amis** *spend time with friends*

What is your name?	
Comment vous appelez-vous ? *How you call yourself?*	
Je m'appelle __ *I myself call __*	**Il/Elle s'appelle __** *He/She him/herself calls*

Where are you from?	
D'où venez-vous ? *From where come you?*	
Je viens de(s) __ *I come from __*	**Nous venons de(s) __** *We come from __*

Subj. + To Have	Noun
J'ai *You have* **Vous avez** *I have* **Nous avons** *We have*	**une famille** *a family* **un / des frère(s)** *a / some brother(s)* **une / des sœur(s)** *a / some sister(s)* **un / des enfant(s)** *a / some child(ren)*

Subj. + To Be	Object
Je suis *I am* **Il/Elle est** *He/She is*	**missionnaire** *missionary* **Elder/Sœur ___** *Elder/Sister __* **représentant(e) de l'Église** *representative of the Church*

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
aider	*to help*
instruire	*to instruct*
donner	*to give*
offrir	*to offer*
pardonner	*to forgive*
vouloir	*to want*
bénir	*to bless*
fortifier	*to strengthen*

Common Nouns	
l'enfant	*the child*
la famille	*the family*
tout le monde	*everyone*
le repentir	*repentance*
l'objectif	*the purpose*

Numbers	
50 **cinquante**	*90* **quatre-vingt-dix**
60 **soixante**	*100* **cent**
70 **soixante-dix**	*1000* **mille**
80 **quatre-vingts**	*1820* **mille huit cent vingt**

Grammar Principles:

Familiarize yourself with the following grammar principles to prepare for in-class instruction.

Preposition: À
à + le = au
à + la = à la
à + les = aux

Preposition: De
de + le = du
de + la = de la
de + les = des

Review:

Immediate Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Grammar Help:

Review the differences between direct objects and direct object pronouns, as shown in the task. Also notice how a direct object pronoun comes before the verb. Become familiar with present tense sentence structures.

In this task, note which instances would require a change in the preposition '*de*' and which words are the result of a change in prepositions '*à*' or '*de*'. Also pay attention to the use of definite and indefinite articles.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him/her and that he/she can approach Him through prayer and the scriptures...), then use the sentences in the task to be able to accomplish your goal.

Give a Simple Overview

Subject + Verb	Direct Object	Preposition	Indirect Object
Nous sommes *We are* **Vous êtes** *You are*	**enfant(s)** *child(ren)* **missionnaire(s)** *missionary(ies)* **représentant(e)(s)** *representative(s)*	**de** *of*	**Dieu** *God* **Jésus-Christ** *Jesus Christ* **Le Seigneur** *the Lord*

Question Word	Question marker	Subject	Phrase
Pourquoi *Why*	**est-ce que** *is it that*	**la foi** *faith* **Dieu** *God* **la famille** *family*	**est nécessaire?** *is necessary?*

Croyez-vous que... ?
Believe you that ... ?
Nous voulons vous enseigner que...
We want to teach you that ...
Est-ce que... ?
Is it that...?

mais
but
et
and
aussi
also
parce que
because

Subject	Verb	Direct Object	Preposition	Article + noun
Le plan de Dieu *God's plan* **Notre message** *Our message* **Le Livre de Mormon** *The Book of Mormon*	**enseigne** *teaches* **instruit** *instructs*	**votre famille** *your family* **tout le monde** *everyone*	**au sujet de** *about*	**le repentir** *repentance* **l'amour** *love* **la foi** *faith*

Subject	Direct Object Pronoun	Verb
Père céleste *Heavenly Father* **Jésus-Christ** *Jesus Christ*	**nous** *us* **les** *them* **me/m'** *me*	**aime** *loves* **aide** *helps* **connaît** *knows*

Subject	Indirect Object Pronoun	Verb	Direct Object	Preposition	Object	Verb
Dieu *God* **Jésus-Christ** *Jesus Christ*	**lui / leur** *to him/her / to them*	**donne** *gives* **offre** *offers*	**des familles** *families* **le pardon** *forgiveness* **des prophètes** *prophets*	**pour** *in order to* **afin de** *so that*	**le / la / les** *him / her / them*	**bénir** *bless* **fortifier** *strengthen*

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
prier	*to pray*
donner	*to instruct*
bénir	*to bless*
changer	*to change*
être	*to be*
prendre	*to take*
ressentir	*to feel*
avoir	*to have*
pouvoir	*to be able to*
apprendre	*to learn*
remercier	*to thank*
aider	*to help*

Adjectives	
céleste	*heavenly*
cher	*dear*
reconnaissant(e)	*thankful*
éternel(le)	*eternal*

Common Nouns	
l'exemple	*the example*
la famille	*the family*
une occasion	*an opportunity*
l'ami de l'Église	*the investigator*
le Saint-Esprit	*the Holy Ghost*
un/une collègue	*a companion*
la direction	*guidance*
le français	*French*
le Père	*the Father*

Review:

Immediate Review:

Remember that prayer is the way for us to communicate with God. With this in mind, discuss with your companion the needs of your current investigator. Insert their name in your prayers and then add in some of their specific concerns.

Grammar Help:

Note that after a preposition such as '*de*', '*à*' or '*pour*', the verb that directly follows it is left in the infinitive.

Additional Practice:

From now on pray only in French. In the white space on these pages write any additional vocabulary that you want to use in your prayers. Pray specifically for you and your companion. Continue to add to your prayers until you are able to pray as personally as you can in English.

Note: An 'ai' in French always makes an 'é' sound, and a single 's' between two vowels usually makes a 'z' sound.

Possessive / Adjective	Noun
Notre *Our* **Cher** *Dear*	**Père céleste** *Heavenly Father*

Subject	Verb	Adjective	For	Possessive + Noun
Je *I* **Nous** *We*	**suis** *am* **sommes** *are*	**reconnaissant(e)(s)** *thankful*	**de** *for*	**mon / mes ami(s) de l'Église** *my friend(s) of the Church* **ton Fils, Jésus-Christ** *thy Son, Jesus Christ* **mon / ma / mes collègue(s)** *my colleague(s)* **ma / nos famille(s)** *my / our family(ies)*
	te remercie *you thank* **te remercions** *you thank*	-		

Ask	Pronoun	Verb	Direct/Indirect Object	To	Verb	Object
Je te demande de/d' *I ask thee to* **Nous te demandons de/d'** *We thee ask to*	**me/m'** me **nous** us	**aider** *to help* **bénir** *to bless*	-	**à** *to*	**reconnaître** *recognize* **ressentir** *feel*	**l'Esprit** *the spirit* **tes bénédictions** *your blessings* **de la charité** *charity*
	-		**Jean** *John* **mon/ma collègue** *my companion* **ma famille** *my family*	**With**	**Noun**	
				avec *with*	**le don des langues** *the gift of tongues* **foi** *faith* **force** *strength*	

So That	Subj	May	Verb Phrase
pour que *so that*	**je** *I* **il/elle** *he/she* **nous** *we*	**puisse** *may* **puissions** *may*	**enseigner avec pouvoir** *teach with power* **respecter les commandements** *respect the commandments* **connaître la joie** *to know joy* **changer** *change*

Au nom de Jésus-Christ. Amen
In the name of Jesus Christ. Amen.

Bear Testimony

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
savoir	*to know*
croire	*to believe*
suivre	*to follow*
respecter	*to respect*
pouvoir	*to be able to*
ressentir	*to feel*
recevoir	*to receive*
connaître	*to know*
vaincre	*to conquer*
surmonter	*to overcome*

Question Words	
où	*where*
comment	*how*
qui	*who*
quand	*when*
***est-ce que**	*question marker (is it that)*

Common Nouns	
Dieu	*God*
le Sauveur	*the Savior*
le Saint-Esprit	*the Holy Ghost*
le sacrifice	*the sacrifice*
l'expiation	*the atonement*
le baptême	*baptism*
la foi	*faith*
la loi	*law*
la parole	*word*
la mort physique	*physical death*
les effets	*effects*
la chute	*the Fall*
la souffrance	*suffering*
les enseignements	*teachings*
la miséricorde	*mercy*
l'amour	*love*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Grammar Help:

The present tense is going to suffice for most phrases, however after using "*en*", a present participle is required.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to known our conviction concerning Christ and His Atonement). Use the sentences in the task to be able to accomplish your goal.

** 'Est-ce que' cannot be translated and is simply a way to ask a question.*

	Subject + Verb	Conjunction	Subject	Verb	Adjective
	Je sais / crois *I know/believe* **Nous savons / croyons** *We know/believe*	**que** *that*	**Dieu** *God* **Jésus-Christ** *Jesus Christ* **le Saint-Esprit** *Holy Ghost*	**est** *is*	**parfait** *perfect* **tout puissant** *all-powerful* **miséricordieux** *merciful* **toujours présent** *always there*
Question Word	**Verb + Subject**				
Comment *How* **Pourquoi** *Why*	**savez-vous** *do you know* **croyez-vous** *do you believe*				

	Verb (Present Participle)	Noun	Subject + Helping Verb	Verb	Noun-phrase
En *In*	**suivant** *following* **faisant confiance à** *trusting in* **ayant foi dans** *having faith in* **respectant** *respecting*	**Jésus-Christ** *Jesus Christ* **son sacrifice expiatoire** *His atoning sacrifice* **le baptême** *baptism* **les lois de Dieu** *laws of God*	**nous pouvons / allons** *we can/are going to* **vous pouvez / allez** *you can/are going to* **je peux / vais** *I can/am going to*	**ressentir** *experience/feel* **recevoir** *receive* **connaître** *know*	**le bonheur** *happiness* **l'espoir** *hope* **le Saint-Esprit** *the Holy-Ghost* **la parole de Dieu** *the Word of God*

Subject Noun	Compound Past	Noun	Conjunction	Pronoun + Can	Verb	Noun
Jésus-Christ *Jesus Christ* **Le Sauveur** *The savior*	**a vaincu** *vanquished* **a surmonté** *overcame*	**la mort physique** *physical death* **les effets de la chute** *the effects of the fall* **la souffrance** *suffering*	**Par conséquent** *As a result* **Ainsi** *Therefore*	**Je peux** *I can* **Nous pouvons** *we can* **Vous pouvez** *you can*	**compter sur** *depend on* **croire en** *believe in* **faire confiance en** *trust in*	**ses enseignements** *His teachings* **sa miséricorde** *His mercy* **son amour** *His love*

Vocabulary:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
***ressentir**	*to feel*
lire	*to read*
pardonner	*to forgive*
penser	*to think*
baptiser	*to baptize*
prêcher	*to preach*
recevoir	*to receive*
voir	*to see*
assister	*to attend*
se **sentir	*to feel*
se repentir	*to repent*

Days of the Week	
lundi	*Monday*
mardi	*Tuesday*
mercredi	*Wednesday*
jeudi	*Thursday*
vendredi	*Friday*
samedi	*Saturday*
dimanche	*Sunday*

Indicators of Time	
maintenant	*now*
aujourd'hui	*today*
hier	*yesterday*
demain	*tomorrow*
ce soir	*tonight*
cette semaine	*this week*
le mois prochain	*next month*
l'année dernière	*last year*

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

Verbs conjugated in the present tense with the subject '*nous*' usually end with an '-*ons*', just like verbs conjugated with the subject 'vous' in the present tense usually end with an '-*ez*'. In addition, when one verb follows another, the first one is conjugated while the second generally stays in the infinitive, except for past participles in past tenses.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his/her progress with keeping invitations, then promise blessings and check for understanding.

**'Ressentir' expresses feelings which are mostly external to the person.*
***'Se sentir' is a reflexive verb and expresses a person's internal state of being and is generally followed by an adjective or adverb.*

Helper Verb + Subject	Verb + ______	Prepositional Phrases
Voulez-vous *Do you want* **Allez-vous** *Are you going*	**vous faire baptiser** *to do baptized* **faire la prière** *to do a prayer* **lire le Livre de Mormon** *to read the Book of Mormon* **aller à l'église** *go to church*	**la semaine prochaine ?** *next week* **ce dimanche ?** *this Sunday* **aujourd'hui ?** *today* **avant notre prochaine visite ?** *before our next visit*

Verb + subject	Direct Object
Avez-vous lu *Have you read* **Avez-vous prié** *Have you prayed*	**le Livre de Mormon ?** *the Book of Mormon* **au sujet du baptême ?** *about baptism*
Êtes-vous allé(s) *Are you gone*	**à l'église ?** *to church*

Helper Verb + Subject	Verb	Preposition	Day of the Week
Pouvons-nous *Can we*	**revenir** *to come back*	**ce** *this*	**lundi** *Monday*

Question word	Question marker	Subject	Verb
Qu' *What*	**est-ce que** *do*	**vous** *you*	**ressentez ?** *feel* **comprenez ?** *understand* **croyez ?** *believe*

Je *I*	**sais que ...** *know that ...*
Nous *We*	**vous promettons que ...** *promise you that ...*

Conjunction	Subject + Verb (Conjugated)	Subject + Verb (future tense)	To feel*	Rest of Phrase
Quand *When* **Si** *If*	**vous êtes baptisé(e)(s)** *you are baptized* **vous venez à l'église** *you come to church* **nous faisons une prière** *we say a prayer* **nous lisons le Livre de Mormon** *we read the Book of Mormon*	**vous pourrez** *you will be able to/can* **nous pourrons** *we will be able to/can*	**ressentir** *feel*	**la paix/le pardon** *peace/forgiveness* **une réponse** *an answer* **l'amour de Dieu** *the love of God* **la vérité du Livre de Mormon** *the truth of the Book of Mormon*
			vous/nous sentir *you/we feel*	**pur(e)(s)** *clean* **sans péché** *without sin*

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
vouloir	*to want to*
lire	*to read*
signifier	*to mean/signify*
ouvrir	*to open*
pouvoir	*to be able to*
devoir	*to have to*
devenir	*to become*
utiliser	*to use*
se servir	*to use*
apprendre	*to learn*
demander	*to ask*

Common Nouns	
un verset	*a verse*
un passage	*a passage*
l'amour	*love*
un cœur	*a heart*
une intention	*an intention*
l'Épître de...	*the Epistle of...*
la foi	*the faith*
un chapitre	*a chapter*
une réponse	*an answer*
la direction	*guidance*
le repentir	*repentance*
la prière	*the prayer*
une question	*a question*
une pensée	*a thought*
une doute	*a doubt*
un mot/une parole	*a word*

Review:

Immediate Review:

Find a scripture that can apply to your investigators current situation. Role-play with your companion introducing the scripture, giving the reference, and applying it specifically to the investigators situation in life. Select a different scripture and switch roles.

Grammar Help:

Expressing possession in French changes with gender and plurality. In English the gender agrees only with the subject - He loves *his* family. She loves *her* family. In French both the gender and plurality must agree with the object, **not** the subject - '*Il aime sa famille*', '*Elle aime sa famille*'. Since '***famille***' is feminine '***sa***' will be used in either sentence regardless of the subject.

Grammar Principles:

Familiarize yourself with the following possessive adjective chart to prepare for in-class instruction.

		Masculine Singular	Feminine Singular	Masculine/Feminine Plural
Possessive Adjectives	*my* *your/thy* *his/her/one's*	**mon** **ton** **son**	**ma** **ta** **sa**	**mes** **tes** **ses**
	our *your* *their*	**notre** **votre** **leur**		**nos** **vos** **leurs**

Share a Scripture

Subject	Helper Verb	Verb	Object	Prep	Noun
Nous *We*	**voulons** *want*	**lire** *read*	**un verset** *a verse* **un passage** *a passage*	**au sujet de** *subject of*	**la foi** *faith* **l'amour** *love*

Question Phrase		Adjective + Noun
D'après vous *According to you* **En vos propres mots** *In your own words*	**que signifie** *what means*	**un cœur sincère?** *a sincere heart* **une intention réelle?** *a real intent*

Command	Book of Scripture	Chapter	#	Verse	#	Prep.	#
Ouvrez à/au *Open to* **Pouvez-vous lire** *Can you read*	**Livre de Moroni** *the Book of Moroni* **l'Épître de Jacques** *the Epistle of James*	**chapitre** *chapter*	**dix** *ten* **un** *one*	**verset** *verse*	**trois** *three* **cinq** *five*	**à** *to*	**cinq** *five* **six** *six*

Q. Word	Helper Verb + Sub	Verb	Object
Comment *How*	**peut-on** *can one*	**recevoir** *to receive* **trouver** *to find*	**une réponse?** *an answer* **la direction?** *direction*

Question Phrase
Selon vous *According to you*

In Order To
Afin de *In order to*

Question Word	Verb	Adjective
Comment pouvez-vous *How can you* **Pourquoi devons-nous** *Why should we*	**devenir** *become* **être** *be*	**obéissant ?** *obedient* **humble ?** *humble* **courageux ?** *brave*

Sub. + Helper Verb	Verb	Noun
Vous pouvez *You can* **Nous pouvons** *We can*	**utiliser** *use* **vous/nous en servir de** *you/us use*	**votre/notre foi en Jésus** *your/our faith in Jesus* **la prière** *prayer* **le repentir** *repentance*

Q Word	Verb	Poss. Pronoun	Noun
Quelles *What*	**sont** *are*	**vos** *your*	**questions?** *questions* **pensées?** *thoughts* **doutes?** *doubts*

Q Word	Helper Verb	Subject	Verb
Que *What*	**voulez** *want*	**vous** *you*	**savoir ?** *know* **apprendre ?** *learn* **demander ?** *ask*

Share an Experience

Vocabulary:

Memorize the following vocabulary to prepare for in-class instruction.

Common Verbs	
désirer	*to desire*
découvrir	*to discover*
décider	*to decide*
commencer	*to start*
prier	*to pray*
étudier	*to study*
visiter	*to visit*
répondre	*to answer*
écouter	*to listen*
entendre	*to hear*
comprendre	*to understand*
séparer	*to separate*
aimer	*to love*
connaître	*to know*

Nouns	
le pardon	*forgiveness*
la foi	*faith*
la vérité	*truth*
la parole	*the word*
la paix	*peace*
les enfants	*the children*
le corps	*the body*
l'église	*the church*
la Bible	*the Bible*
un être	*a being*

Grammar Principles:

Familiarize yourself with the following grammar principles to prepare for in-class instruction:

- Adjectives and Agreement
- Compound Past
- Imperfect
- Conjunctions

Review:

Immediate Review:

With your companion, discuss which experiences you could have used to invite the spirit to be stronger during the last lesson you taught. Take turns practicing sharing one or more experiences and applying them to your investigator's specific situation/needs.

Grammar Help:

The imperfect tense is used to describe past situations by explaining how things used to be. The compound past tense narrates specific events by answering the question of "*What happened*"? The imperfect and compound past can be combined to describe the setting and the explanation of what events changed that setting. **Example:** Joseph Smith was confused (*imperfect*), so he prayed and asked God (*compound past*).

Share an Experience

Subject	Imperfect Verb	Inf. Verb	If there is	Noun
Je *I* **Joseph Smith** *Joseph Smith*	**voulais/t** *wanted* **désirais/t** *desired*	**savoir** *to know* **découvrir** *to find out*	**s'il y avait** *if there was*	**une vraie église** *a true church* **le pardon** *forgiveness* **un Dieu** *a God*

Subject	Past Verb	Inf. Verb
Il a *He* **J'ai** *I*	**décidé de** *decided* **commencé à** *began*	**prier Dieu** *to know* **étudier la bible** *to study the Bible* **aller à l'église** *to go to church*

Subject	Object	Aux. Verb	Past Verb	Noun
Dieu *God* **Jésus** *Jesus* **L'Esprit** *The Spirit*	-	**a**	**visité** *visited* **écouté** *heard*	**Joseph** *Joseph*
	m' *me*		**répondu** *answered*	-

Subject + Aux.	Past Verb	That	Phrase
Il a *He has* **J'ai** *I have*	**appris** *learned* **découvert** *discovered*	**que** *that*	**Dieu et Jésus sont deux êtres séparés.** *God and Jesus are two separate beings.* **Dieu a un corps physique.** *God has a physical body.* **Dieu aime ses enfants.** *God loves His children.*

Donc
So
Pour cette raison,
For that reason,
Après cela,
After that,
À ce moment,
In this moment,
Ensuite,
And now,
À cause de ça,
Because of this,

Subject + Aux. Verb	Past Verb	That	Noun	Verb	Acc. Noun
Joseph a *Joseph has* **Il a** *He has* **J'ai** *I have*	**su** *knew* **compris** *understood*	**que** *that*	**Dieu** *God* **Jésus** *Jesus*	**entend** *hears* **guide** *leads* **bénit** *blesses*	**ses enfants** *His children* **tout le monde** *everyone*

	Subject	Helper Verb	Also	Verb	Object
Tout comme Joseph, *Just like Joseph,*	**vous** *you*	**pouvez** *can*	**aussi** *also*	**connaître** *to know*	**la paix** *peace* **Dieu** *God*
				savoir *to know*	**la vérité** *the truth*

Être

Père céleste est *Heavenly father is*			**parfait.** *perfect.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je (ne) suis *I am (not)*	**Nous (ne) sommes** *We are (not)*	**(pas)** *(not)*	**enfant(s) de Dieu** *child(ren) of God*
Tu (n') es *You are (not)*	**Vous (n') êtes** *You(pl./formal) are (not)*	**(plus)** *(no longer)*	**baptisé(e)(s)** *baptized*
Il/Elle/On (n') est *He/She/We(sing.) is (not)*	**Ils/Elles (ne) sont** *They are (not)*		**croyant(e)(s)** *a believer*
			content(e)(s) *happy*

***Dieu est**
God is

notre Père céleste.
our Heavenly Father

****Les Écritures sont**
The scriptures are

la parole de Dieu.
the Word of God

Est-ce que Dieu est parfait ?
Is God perfect?

Oui, il est parfait.
Yes, He is perfect.

Oui, mais nous ne sommes pas parfaits.
Yes, but we are not perfect.

Est-ce que vous êtes frère et soeur ?
Are you brother and sister?

Oui, nous sommes frère et soeur.
Yes, we are brother and sister.

Jésus-Christ est notre grand frère.
Jesus-Christ is our big brother.

*The '**e**', '**s**', and '**es**' are added to the ends of adjectives to clarify gender and plurality: '**e**' = feminine and '**s**' = plural*
When a singular noun is used as the subject, it is conjugated like 'il**'.*
***When a plural noun is used as the subject, it is conjugated like '**ils**'.*

Function: Asking about and describing a state of being
Context: Testify about the Gospel of Christ

Pre-Class Preparation for the Missionary

- **Memorize** the conjugations of the present tense of the verb *être* and test your companion.
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries prepare to teach about God as our loving Heavenly Father.

- **Add** two vocabulary words/short phrases to go with this verb.
- **Select** which sentences on the board display you want to focus on.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and that of a new investigator.

Introduce yourself and ask the investigator a few simple questions. **Bear your testimony** using what you have learned from the board displays up to this point.

Post-Class Review

- **Set aside** 10 to 15 minutes in your next language study or additional study time and **introduce** yourself and your companion, using the verb *être,* to another missionary at the MTC.

Avoir

J'ai *I have*			un témoignage de __________. *a testimony of ______________.*

Question Marker

Est-ce que

Question Words

Comment
How
Pourquoi
Why
Quand
When
Que
Is
Où
Where
Qui
Who

Response Indicators

Oui
Yes
Non
No
Parce que
Because

Je (n') ai *I (don't) have*	**Nous (n') avons** *We (don't) have*	**(pas)** *(no)*	**le (de) désir d'apprendre plus sur Dieu** *the (of) desire to learn more about God*
Tu (n') as *You (don't) have*	**Vous (n') avez** *You (don't) have*	**(aucun(e)*)** *(any)*	**une (de) question au sujet de l'Église / de Dieu** *a (of) question about Church/God*
Il/Elle/On (n') a *He/She (don't) have*	**Ils/Elles (n') ont** *They (don't) have*		**une (de) religion** *a (of) religion*
			faim / soif *hunger / thirst*

Additional Expressions to use:

Ça m'intéresse parce que...
This interests me because...

avoir besoin de...
have need to...

Est-ce que vous avez des questions au sujet de Dieu ?
Do you have questions about God?
Oui, j'ai une question.
Yes, I have a question.
Est-ce que Dieu a un corps ?
Does God have a body?

Pourquoi est-ce que vous avez accepté à entendre notre message ?
Why did you accept to hear our message?
Ça m'intéresse parce que j'ai besoin d'une religion.
It interests me because I need a religion.
J'ai des questions au sujet de L'Église.
I have questions about the Church.

For 'aucun**', don't include the article '**de**' (eg: 'Jesus doesn't have any sins' = '**Jésus n'a aucun péché**'). If the noun following the article is feminine, than add an '**e**' to '**aucun**' (eg: '**nous n'avons aucune épreuve**').*
*When the verb is negated, the partitive and indefinite article (**un, une, du, de la, des**) are replaced by '**de**'. (eg: '**Je n'ai pas de religion**'.)*
*Remember that an '**ai**' in French always makes an '**é**' sound, and a single '**s**' between two vowels usually makes a '**z**' sound.*
*Note: '**Pourquoi**' should be followed by '**est-ce que**' unless using inversion (refer to pg. 46).*

Pre-Class Preparation for the Missionary

- **Memorize** the present-tense conjugations of the verb *avoir* and **write** the English translation underneath.
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.
- With your companion, **practice** asking and **answering** questions using the grammar and vocabulary on the board display.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries in their first minutes with an investigator.

- **Write in** some words and/or short phrases in the far-right column that would be useful and fun your district.
- **Select** a few sentences to focus on while you teach.

In-Class Practice Activity

As a companionship, **take turns** playing the role of a missionary and that of a progressing investigator.
Get to know the religious background of the investigator and **why** they are interested in meeting with you. Focus your questions and answers using the verb *avoir*.

Post-Class Review

- Spend 10 to 15 minutes in your next language study or additional study time to review.
- With the book closed, practice asking and answering questions using *avoir*.
- **Role-play** telling investigators about the unique truths of the restored gospel.

Le Présent - Les Verbes -er

Le Livre de Mormon	enseigne	l'Évangile.
The Book of Mormon	*teaches*	*the Gospel.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je	Nous
I	*We*
Tu	**Vous**
You	*You (pl./formal)*
Il/Elle/On	**Ils/Elles**
He/She/Us	*They*

Les Écritures
The scriptures

Les membres
The members

Le prophète
The prophet

(ne)

enseign~~er~~
to teach

témoign~~er~~ (de)
to testify (of)

parl~~er~~ (de)
to talk (about)

***partag~~er~~**
to share

exprim~~er~~
to express

* '**Partager**' is irregular in the '**nous**' form: '**Nous partageons**'.

\+

-er endings	
-e	**-ons**
-es	**-ez**
-e	**-ent**

(pas) *(not)*

(rien) *(nothing)*

(plus) *(no more)*

(jamais) *(never)*

le message du Christ
the message of Christ

que Dieu vit et qu'il nous parle
that God lives and He talks to us

le baptême
the baptism

votre famille
your family

les principes de l'Évangile
the principles of the Gospel

leurs sentiments
their feelings

Qu'est-ce que le Livre de Mormon enseigne ?
What does the Book of Mormon teach ?

Il enseigne la doctrine du Christ.
He teaches the doctrine of Christ.

Il témoigne que Dieu vit et qu'il nous parle.
He testifies that God lives and He talks to us.

Est-ce que vous parlez avec les athées ?
Do you talk to atheists?

Oui, je parle avec tout le monde.
Yes, I talk with everyone.

Nous partageons le message avec les enfants de Dieu.
We share the message with the children of God.

Function: Asking about and describing actions and events
Context: The Gospel Blesses Families and Individuals

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the -*er* verb endings and practice conjugating a few verbs for various subjects (*je, nous, ils,* etc...).
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries begin their next teaching visit.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few -*er* verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, **take turns playing the role** of a missionary and that of an investigator during your next visit.

The missionary has just sat down to **teach** a lesson. Using regular -*er* verbs, give the investigator an **overview** of what you will cover during this visit and be prepared to **respond** to any of their questions as best as you can.

At the end of the practice, write down other verbs/phrases you found useful.

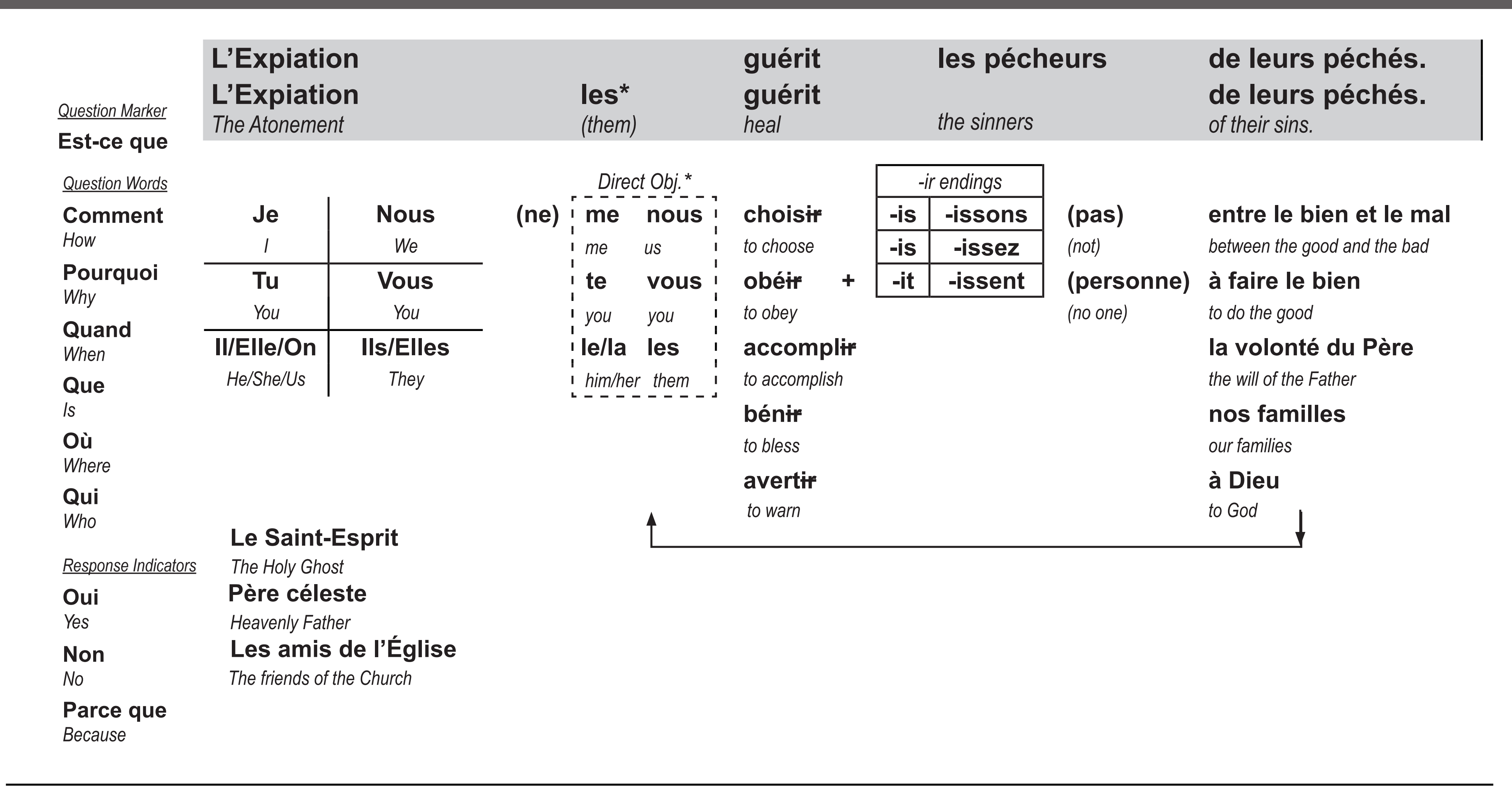
Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common -*er* verbs, talk with your companion about **different activities** the members of your district do at the MTC using a **variety** of subjects pronouns (*je*, *nous*, etc...).

Common -*er* Verbs

Commencer, Manger, Donner, Chanter
Écouter, Étudier, Travailler, Jouer
Demander, Respecter
Réviser



Comment est-ce que le Saint-Esprit nous bénit ?
How does the Holy Ghost bless us?
Il nous avertit des mauvais choix.
He warns us of bad choices.
Il nous aide à choisir entre le bien et le mal.
He helps us choose between the good and the bad

Est-ce que les missionnaires accomplissent la volonté du Père ?
Do the missionaries accomplish the will of the Father?
Oui, ils l'accomplissent.
Yes, they accomplish it.
Oui, mais les méchants ne l'accomplissent pas.
Yes, but the bad do not accomplish it.

**Direct object pronouns (me, you, him, it, they, etc.) replace the direct object and are placed before the conjugated verb.*

Function: Asking about and describing actions and events
Context: The Plan of Salvation

Pre-Class Preparation for the Missionary

- **Memorize** the conjugations of *-ir* verbs and test your companion.
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries discuss the different roles in the gospel.

- **Add** two vocabulary words/short phrases to go with *-ir* verbs and direct objects.
- **Choose** sentences on the board display you want to focus on.
- **Explain** the relationship between the two example sentences, emphasizing the role of the direct object.

In-Class Practice Activity

As a companionship, one of you takes the role of a missionary while the other one takes the role of an investigator.

Role-play testifying during your next lesson: using appropriate *-ir* verbs, practice testifying to the investigator by taking turns. Focus on the same direct objects for a couple of sentences in order to practice using **direct object pronouns**.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common *-ir* verbs, talk with your companion about **different activities** that the members of your district do at the MTC using a variety of subjects.
- Practice explaining the **role** of the Holy Ghost using the *-ir* verbs below and others that you might know.

Common *-ir* Verbs

Agir, Nourrir, Remplir, Réunir
Réussir, Bâtir, Finir
Rétablir, Convertir

Le Présent - Les Verbes -re

Le Saint-Esprit	nous	promet	la paix.
The Holy-Ghost	*us*	*promise*	*peace.*

<u>*Question Marker*</u>

Est-ce que

<u>*Question Words*</u>

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

<u>*Response Indicators*</u>

Oui
Yes

Non
No

Parce que
Because

Je	**Nous**
Tu	**Vous**
Il/Elle/On	**Ils/Elles**

Le Plan du salut
The Plan of Salvation

Notre famille
Our family

Les missionnaires
The missionaries

(ne)

*Direct Objects***

me *me*	**nous** *us*
te *you*	**vous** *you*
le/la/l' *him/her*	**les** *them*

*Indirect Objects***

me *me*	**nous** *us*
te *you*	**vous** *you*
lui *him/her*	**leur** *them*

répond~~re~~
to answer

entend~~re~~
to hear

***comprend~~re~~**
to understand

répand~~re~~
to spread

inclu~~re~~
to include

+

-re endings	
-s	**-ons**
-s	**-ez**
-	**-ent**

(pas)

à nos questions
to our questions

la voix de Dieu
the voice of God

mon père
my father

l'Évangile
the Gospel

le bien / le mal
the good/the bad

Est-ce que Dieu répond à ses enfants ?
Does God answer His children?
Oui, Dieu leur répond parce qu'il les aime.
Yes, God answers them because he loves them.
Il nous repond par le Saint-Esprit.
He answers us through the Holy Ghost.

Est-ce que les prophètes entendent la voix de Dieu ?
Do the prophets hear the voice of God?
Oui, ils l'entendent.
Yes, they hear it.
Oui, mais Satan n'entend pas la voix de Dieu.
Yes, but Satan does not hear the voice of God.

Drop the 'd**' and add an '**n**' before the plural endings*
***Direct object pronouns (me, you, him, it, they, etc.) replace nouns and come before the conjugated verb. Indirect object pronouns (to me, to you, to him, to them, etc.) also come before the verb. See page 90 for explanation and practice.*

Pre-Class Preparation for the Missionary

- **Memorize** the conjugations of *-re* verbs and test your companion.
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries discuss the blessings of the gospel of Jesus Christ.

- **Add** two vocabulary words/short phrases to go with *-re* verbs and direct objects.
- **Choose** sentences on the board display you want to focus on.
- **Review** your options of using **direct** and **indirect** object pronouns. This is your chance to teach them well.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and that of an investigator.

Role-play testifying during your next lesson: using appropriate *-re* verbs, practice **testifying** to the investigator. Stay on the **same subject** for a sentence or two in order to practice using direct and indirect objects.

Post-Class Review

- Set aside 10 to 15 minutes in your next language study or additional study time and review this lesson both on this page and in '**The Ultimate French Guide.**' (pg. 6)
- Study Direct Object Pronouns in '**The Ultimate French Guide**' (pg. 189), and practice the activities.
- **Role-play** promising blessings to your investigators using these and other *-re* verbs.

Common *-re* Verbs

Rendre, Répondre, Descendre
Apparaître, Écrire, Prendre
Perdre, Croire, Joindre

Les Adjectifs Possessifs

Mes	parents	sont	des convertis.
My	*parents*	*are*	*converts.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

mon *(ms)* **ma** *(fs)* **mes** *(mp/fp)*	*my*	**notre** *(ms/fs)* **nos** *(mp/fp)*	*our*
ton *(ms)* **ta** *(fs)* **tes** *(mp/fp)*	*your*	**votre** *(ms/fs)* **vos** *(mp/fp)*	*your*
son *(ms)* **sa** *(fs)* **ses** *(mp/fp)*	*his/her*	**leur** *(ms/fs)* **leurs** *(mp/fp)*	*their*

père(s) *father(s)*	**est** *is*	**homme d'affaires** *businessman*
écriture(s) *scripture(s)*	**sont** *are*	**heureux / heureuse** *happy*
ami(s) *friend(s)*	**a** *is*	**sur la table** *on the table*
évêque(s) *bishop(s)*	**ont** *have*	**un (des) témoignage(s) fort(s)** *a (many) strong testimony(ies)*
cravate(s) *tie(s)*	**aide** *help*	**des nouveaux convertis** *new converts*
	aident *help*	**rouge(s)** *red*

Est-ce que sa famille vient de la France ?
Does his family come from France?

Oui, sa famille vient de la France.
Yes, his family comes from France.

Non, mais ma famille vient de la France.
No, but my family is from France.

Leurs collègues travaillent diligemment, n'est-ce pas ?
Their companions work hard, don't they?

Oui, leurs leçons sont formidables !
Yes, their lessons are great!

Non, ils ne travaillent pas bien avec leurs collègues.
No, they do not work well with their companions.

*(f)=feminine (m)=masculine (p)=plural (s)=singular For feminine nouns starting with a vowel, use the masculine possessive adjective (eg: '**mon église**'.)*

Pre-Class Preparation for the Missionary

- With your companion, **write** out the French gender and English translation for each vocabulary word.
- **Memorize** all the vocabulary and the possessive adjectives, then quiz your companion.
- **Add** at least three vocabulary words to the right-hand column to describe the members of your family and/or your friends.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries talk about other people and objects.

- **Choose** some vocabulary words to describe the members of your family and/or friends.
- **Prepare** two sentences with the possessive adjective near the end (e.g. « *Est-ce qu'il est votre frère* ? ») and write these on the board to use at some point during the instruction.
- **Explain** that possessive adjectives agree with the object in French, not the subject.
- **Show** examples of sentences that begin with a subject and include the possessive adjective agreeing with the object.

In-Class Practice Activity

As a companionship, take **turns** playing the role of a missionary and that of a progressing investigator.

Spend about five minutes getting to know the investigator's family. Find out what work they do, if there is anybody in the family who is religious? Etc... Focus on using **possessive adjectives** in your questions and answers.

Post-Class Review

- Set aside 10 to 15 minutes today in either your language study or additional study time to review the board display and **get to know** the family of another missionary in your district.

Comment Poser des Questions

In this practice, you will learn the four different ways of forming a question in French and how to make your questions richer and more open-ended.

There are four methods to form a basic "Yes/No" question in French:

1) Est-ce que
Est-ce que tu dois prier ?
Do you have to pray?

2) Inversion
Devez-vous prier ?
Do you have to pray?

3) Inflection
Elle doit prier ?
She has to pray?

4) « ..., n'est-ce pas ? »
Nous devons prier, n'est-ce pas ?
We have to pray, don't we?

Add one of the following words to the beginning of your question when using either method 1 or 2 to make it open-ended:

Qui *Who/m*	À **qui** est-ce que je dois prier ? À **qui** dois-je prier ?
Que (Qu') *What*	**Qu'**est-ce qu'il doit dire dans une prière ? **Que** doit-il dire dans une prière ?
Quand *When*	**Quand** est-ce que nous devons prier ? **Quand** devons-nous prier ?
Où *Where*	**Où** est-ce que vous devez prier ? **Où** devez-vous prier ?
Pourquoi *Why*	**Pourquoi** est-ce qu'elles doivent prier ? **Pourquoi** doivent-elles prier ?
Comment *How*	**Comment** est-ce que tu dois prier ? **Comment** dois-tu prier ?
Quel(le)(s) *Which/What*	**Quelles** paroles est-ce qu'ils doivent dire dans une prière ? **Quelles** paroles doivent-ils dire dans une prière ?

Je dois *I have to*			**lire** *read*	**Le Livre de Mormon.** *the Book of Mormon.*
Je (ne) dois *I (do) have*	**Nous (ne) devons** *We (do) have*	**(pas)** *(not)*	**obéir** *obey*	**aux commandements** *to the commandements*
Tu (ne) dois *You (do) have*	**Vous (ne) devez** *You (do) have*	**(rien)** *(anything)*	**avoir** *have*	**la foi** *the faith*
Il/Elle/On (ne) doit *He/She/We (do) have*	**Ils/Elles (ne) doivent** *They (do) have*			

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Prayer

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath to understand how to ask questions.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to handle day-to-day communication more effectively.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.
- **Plan** to use *devoir* to teach this activity, but also choose other verbs to use that have already been learned.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and the role of a progressing investigator.

Spend about five minutes finding out about the investigator's most recent experience attending church. Use as many **open-ended** questions as possible.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common verbs, ask your companion **open-ended** questions about things that can be done in **upcoming** lessons.
- Using any verbs you want, practice the four ways of asking questions throughout the rest of the day.

Common Verbs For Asking Questions

Faire, Vouloir, Devoir
Pouvoir, Aller, Être, Avoir
Savoir, Aimer
Chercher

Le Futur Proche: Aller + Infinitif

Je vais	lire	au sujet de la foi.
I will	*read*	*on the subject of faith.*

*Putting the verb '**aller**' before a verb in the infinitive is one way to put a verb in the future tense (for eg.: '**Je vais lire**' = 'I will read' or 'I am going to read').*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je (ne) vais *I (do) go*	**Nous (n') allons** *We (do) go*
Tu (ne) vas *You (do) go*	**Vous (n') allez** *You (do) go*
Il/Elle/On (ne) va *He/She (do) go*	**Ils/Elles (ne) vont** *They (do) go*

(pas) *(not)*	**étudier au sujet de** *study about*	**la foi** *faith*
(rien) *(none)*	**prier au sujet de** *pray about*	**l'Esprit** *the Spirit*
(plus) *(no more)*	**suivre** *follow*	**Le Livre de Mormon** *the Book of Mormon*
(jamais) *(never)*	**obéir à** *obey to*	**les commandements** *the commandements*
	aller à *go to*	**les réunions de l'Église** *the meetings of the Church*
		la loi de la dîme *the law of tithing*

Comment est-ce que vous allez étudier au sujet de la foi ?
How will you study about faith?
Je vais lire Le Livre de Mormon.
I will read the Book of Mormon.
Je ne vais pas lire le Livre de Mormon, mais je vais lire la Bible.
I will not read the Book of Mormon, but I will read the Bible.

Est-ce qu'il va se faire baptiser ?
Will he get baptized?
Oui, il va se faire baptiser.
Yes, he will get baptized.
Non, il ne va pas se faire baptiser.
No, he will not get baptized.

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the verb *aller* and practice conjugating it with a few verbs for various subjects (*je, nous, ils*, etc...).
- **Study** the vocabulary and **write** the English translation underneath.
- **Review** and look at how to apply the rules for the prepositions ***à.***

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be prepared to extend invitations.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, take turns **playing the role** of a missionary and that of an investigator during your next visit.

The missionary has just sat down to teach a lesson. Using the near future, give the investigator an **overview** of what you are going to cover during **this visit** and be prepared to simply respond to any **questions** they may have.

Write down other verbs/phrases you found useful during a lesson overview.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common verbs, and using any others you may know, talk with your companion about what you and other subjects **are going to do** in the MTC, and in the mission field.

Common Verbs in the *Futur Proche*

Commencer, Vouloir, Bénir
Pouvoir, Aller, Être, Avoir
Savoir, Aimer, Demander
Comprendre, Obéir

Préposition: à
à + le = au
à + la = à la
à + les = aux

Préposition: de
de + le = du
de + la = de la
de + les = des

Faire

Vous faites	**une mission pour l'Église.**
You do	*a mission for the Church.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je (ne) fais *I (do) do*	**Nous (ne) faisons** *We (do) do*	**(pas)** *(not)*	**(de) la lecture du Livre de Mormon** *(of) the reading of the Book of Mormon*
Tu (ne) fais *You (do) do*	**Vous (ne) faites** *You (do) do*	**(plus)** *(no more)*	**(d') alliance avec Dieu** *(of) the covenant with God*
Il/Elle/On (ne) fait *He/She/We (do) do*	**Ils/Elles (ne) font** *They (do) do*		**(de) du péché** *(of) the sin*
			(de) du progrès *(of) the progress*
			(de) une leçon à l'instant *(of) a lesson right now*

Que faites-vous pour vous améliorer ?
What are you doing to be better?

Je fais ma lecture du Livre de Mormon.
I do my reading of the Book of Mormon.

Nous faisons du service à l'extérieur, parce qu'il fait beau.
We are doing service outside because it is nice weather.

Comment font-ils preuve de foi en Jésus-Christ ?
How are they showing proof of their faith in Jesus-Christ?

Ils font ce que les missionnaires leur demandent.
They are doing what the missionaries are asking of them.

Non, ils ne font aucune des choses interdites.
Non, they are doing none of the forbidden things.

Pre-Class Preparation for the Missionary

- **Memorize** the present-tense conjugations of the verb *faire* and **write** the English translation underneath.
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.
- With your companion, **practice** asking and answering questions using the grammar and vocabulary on the board display.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries get to know others and prepare to teach on a more personal level.

- **Write in** some words and/or short phrases in the far right column that would be useful and fun your district.
- **Select** a few sentences you want to focus on when you teach.
- **Explain the use** of the indefinite article '*de*' in negation.

In-Class Practice Activity

As a companionship, **take turns** playing the role of a missionary and that of a progressing investigator. Ask the investigator questions about what he/she **will do** to progress in the gospel and keep commitments.

Post-Class Review

- With the book closed, spend 10 to 15 minutes in your next language study or additional study time to review *faire.*
- Your investigator wants to get to know you better; she asks what **you both like to do**. Drawing from past vocabulary, role-play with your companion in order to respond to her question.

Common Expressions with *faire*

To be baptized: *Je vais me faire baptiser.*
Weather: *Il fait beau aujourd'hui !*
Ago (time): *Ça fait un an.*
Pay attention: *Faites attention à vos sentiments.*

Le Passé Récent: Venir de + Infinitif

Nous venons *We just*	**de**	**commencer nos missions.** *started our missions.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je (ne) viens	**Nous (ne) venons**	**(pas)** *(not)*	**+ de / d'** *(of)*	**raconter l'expérience de Joseph Smith** *tell about the experience of Joseph Smith*
Tu (ne) viens	**Vous (ne) venez**			**enseigner la famille Arnaud** *teach the Arnaud family*
Il/Elle/On (ne) vient	**Ils/Elles (ne) viennent**			**faire une étude personelle** *do a personal study*
				prier Dieu *pray God*

Est-ce que vous venez d'arriver ?
Did you just get here?
Oui, je viens d'arriver.
Yes, I just got here.
Je viens de le dire.
I just said it.

Est-ce qu'ils viennent de se faire baptiser ?
Did they just get baptized?
Oui, ils viennent de se faire baptiser.
Yes, they just got baptized.
Il vient de recevoir le don du Saint-Esprit.
He just got the Gift of the Holy Ghost.

Function: Narrating experiences and telling stories
Context: Following Up with Missionaries

Pre-Class Preparation for the Missionaries

- **Memorize** the conjugations of *venir.*
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.
- Choose **three** verbs that you want to use with your investigator, and add them to the list on the board display to the left.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries communicate with their companions more effectively.

- **Choose two verbs** that you want your missionaries to know during their lessons with the progressing investigator.
- **Choose two** vocabulary words/short phrases to go with these verbs.
- Choose **which sentences** on the board display you want to focus on.

In-Class Practice Activity

- **Role-play** the following: Practice asking an investigator specific questions about **how** he fulfilled or did not fulfill his invitations. Use *futur proche* and *passé récent* to find out what he plans to do to improve.

Post-Class Review

- Set aside 10 to 15 minutes today in either your language study or additional study time to re-practice the in-class practice activity.
- With your companion **list** the things you've **recently** done. Speak for yourself, your district, and other companionships.

Vouloir / Pouvoir + Infinitif

Nous voulons *We want*			**savoir** *to know*	**la vérité.** *the truth.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Vouloir*

Je (ne) veux *I want*	**Nous (ne) voulons** *We want*
Tu (ne) veux *You want*	**Vous (ne) voulez** *You want*
Il/Elle/On (ne) veut *He/She/We want*	**Ils/Elles (ne) veulent** *They want*

Pouvoir

Je (ne) peux *I can*	**Nous (ne) pouvons** *We can*
Tu (ne) peux *You can*	**Vous (ne) pouvez** *You can*
Il/Elle/On (ne) peut *He/She/We can*	**Ils/Elles (ne) peuvent** *They can*

(pas) *(not)*	**lire** *to read*	**les Écritures** *the Scriptures*
(jamais) *(never)*	**recevoir** *to receive*	**le Saint-Esprit** *the Holy-Ghost*
(rien) *(nothing)*	**garder** *to keep*	**les commandements** *the commandments*
	devenir *to become*	**comme Père céleste** *like Heavenly Father*
	faire *to do*	**la vaisselle** *the dishes*

vouloir can also be followed by a noun (or nominal phrase)

les bénédictions de Dieu
the blessings of God

une famille éternelle
an eternal family

Est-ce que vous pouvez prier ?
Can you pray?

Oui, je peux prier.
Yes, I can pray.

Non, je ne veux pas prier.
No, I don't want to pray.

Pourquoi est-ce que vous ne voulez pas lire le Livre de Mormon ?
Why don't you want to read the Book of Mormon?

Je ne veux pas lire le Livre de Mormon parce que je veux lire la Bible.
I do not want to read the Book of Mormon because I want to read the Bible.

Je peux lire le Livre de Mormon parce que je veux changer.
I can read the Book of Mormon beacuse I want to change.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: The Commandments

Pre-Class Preparation for the Missionaries

- **Memorize** the conjugations of *vouloir* and *pouvoir.*
- With your companion, **memorize** the vocabulary and **write** the English translation underneath.
- **Choose** three verbs that you want to use with your investigator, and add them to the list on the board display to the left.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to discover the needs and abilities of their investigators.

- **Choose** two verbs that you want your missionaries to know during their lessons with the progressing investigator.
- **Choose** two vocabulary words/short phrases to go with these verbs.
- Choose which **sentences** on the board display you want to focus on.

In-Class Practice Activity

As a companionship, take turns playing the role of a current investigator and that of a missionary.

Ask the investigator **questions** such as why he is interested in meeting with you, or what it is that he wants to understand about God or the teachings of the Church.

Also talk about why you want to be a missionary and why you want to be a member of the Church. Discuss the blessings that can be received by accepting and listening to the message.

Post-Class Review

- Set aside 10 to 15 minutes today in either your language study or additional study time to re-practice the in-class practice activity.
- Talk with your companion about **things you want to do** as a missionary. Also discuss what **you can do** to become a better missionary.

Les Démonstratifs

Ce	livre	est	la parole de Dieu.
		*C'est	la parole de Dieu.
This	*book*	*is*	*the Word of God*

<u>*Question Marker*</u>

Est-ce que

<u>*Question Words*</u>

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

<u>*Response Indicators*</u>

Oui
Yes

Non
No

Parce que
Because

	Demonstrative Adjectives	
	Singular (this)	*Plural (these)*
Masc.	**ce** ****cet**	**ces**
Fem.	**cette**	**ces**

principe(s)
principle(s)
commandement(s)
commandement(s)
sentiment(s)
feeling(s)
homme(s)
man/men

Singular

(C')est
This is
(Ce) n'est pas
This is not

Plural

(Ce) sont
These are not
(Ce) ne sont pas
These are not

un moyen pour recevoir le pardon
a way to receive forgiveness
une démonstration de notre foi
a demonstration of faith
le Saint-Esprit
the Holy-Ghost
une bénédiction pour la famille
a blessing for the family
un (des) prophète(s) de Dieu
one (of the) prophet(s) of God

Est-ce que le baptême est un commandement de Dieu ?
Is baptism a commandment of God?
Oui, c'est un commandement de Dieu.
Yes, it is a commandment of God.
C'est essentiel pour obtenir le salut.
It's essential for obtaining salvation.

Qui sont ces hommes dont l'Écriture parle ?
Who are those men whom the scripture talks about?
Ce sont des hommes qui parlent de Dieu.
These are men who talk of God.
Ces hommes sont des prophètes de Dieu.
These men are prophets of God.

*This '**ce**' is not to be confused with the demonstrative adjective 'ce'. The '**ce**' in '**c'est**' is a demonstrative pronoun.
** '**Cet**' is used when the following noun is masculine and begins with a vowel or silent '**h**', in order to create a liaison. (ex: '**Cet homme**' = 'This man').

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the vocabulary and **write** the English translation and French gender underneath.
- **Learn** the meaning and usage of the demonstrative adjectives and **quiz** your companion.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to communicate with their investigators more effectively.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and that of an investigator.

Choose between the following **principles** of the gospel and **testify** of **specific** blessings which will be brought by obeying the principle.

- The Book of Mormon
- The Word of Wisdom
- Attending Church
- Baptism

At the end of this practice, write down other vocabulary/phrases you may need to testify more effectively to your progressing investigators.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Go over the **gender** of other vocabulary that you've already learned. Be sure that you can easily create phrases with your past vocabulary.
- As a companionship **role-play** teaching an investigator. **Testify** often. Immediately after each testimony, the companion should add his testimony using demonstrative adjectives.

Les Pronoms et Les Adjectifs Démonstratifs avec Préférer

Je préfère	**ce passage-ci <u>à</u> celui-là.**
I prefer	*this passage to that one.*

<u>Question Marker</u>

Est-ce que

<u>Question Words</u>

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

<u>Response Indicators</u>

Oui
Yes

Non
No

Parce que
Because

Je (ne) préfère *I prefer*	**Nous (ne) préférons** *we prefer*
Tu (ne) préfères *You prefer*	**Vous (ne) préférez** *You prefer*
Il/Elle/On (ne) préfère *He/She prefers*	**Ils/Elles (ne) préfèrent** *They prefer*

* *'**cet**' is used when the following word is masculine & starts with a vowel or a silent '**h**'*

(pas)

	this / that	*these / those*
masc	**ce / cet***	**ces**
fem	**cette**	**ces**

+

exemple(s) *(m)*
example(s)

livre(s) *(m)*
book(s)

passage(s) *(m)*
passage(s)

principe(s) *(m)*
principle(s)

écriture(s) *(f)*
scripture(s)

histoire(s) *(f)*
story(ies)

celui-ci / -là (m/sing.)
this one/that one

ceux-ci / -là (m/pl)
these ones/those ones

celle-ci / -là (f/s)
this one/that one

celles-ci / -là (f/pl)
these ones/those ones

or

enseigner ce principe <u>que</u> celui-là
teach this principle over that one

marcher <u>que d</u>'y aller par voiture
walk than go by car

Est-ce que vous préférez cet exemple-ci ?
Do you prefer this example?
Oui, je préfère celui-ci.
Yes, I prefer this one.
Non, je préfère celui-là.
No, I prefer that one.

Est-ce qu'elle préfère manger à dormir ?
Does she prefer eating to sleeping?
Oui, elle préfère manger à dormir.
Yes, she prefers eating to sleeping.
Non, elle ne préfère pas manger à dormir.
No, she does not prefer eating to sleeping.

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the conjugations of the verb *préférer* and **review** the principle of demonstrative adjectives.
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to plan in French. Teach with this context in mind.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

You are in the field and it is daily planning. **Plan** for lessons and methods of transportation to those lessons. Take turns describing to each other why you prefer **certain methods** of transportation to others.
Plan which **scriptures** to use in your lessons and explain why you prefer them over others.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Choose and **write down** five activities you enjoy doing in the MTC, then throughout the day practice comparing which of these things you prefer doing and why.
- Take **turns practicing** making a contact and comparing different things that the person prefers, like the commute to his job, his neighborhood and neighbors, etc...Then talk about what you as a missionary prefer.

Le Passé Composé avec Avoir

Père céleste	a rétabli	la vraie Église.
Heavenly Father	*has established*	*the true Church.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Avoir

Je (n') ai	**Nous (n') avons**
Tu (n') as	**Vous (n') avez**
Il/Elle/On (n') a	**Ils/Elles (n') ont**

(pas)

Past Participle

ER

cré~~er~~ + é = **créé**
to create

IR

rétabl~~ir~~ + i = **rétabli**
to re-establish

RE

attend~~re~~ + u = **attendu**
to attend

Les hommes
The men

Jésus-Christ
Jesus-Christ

Joseph Smit
Joseph Smith

la terre
the earth

un plan du bonheur
a plan of happiness

l'autorité de la prêtrise
the authority of the priesthood

la doctrine du Christ
the doctrine of Christ

les instructions
these instructions

la seconde venue du Christ
the second coming of Christ

Est-ce que Dieu a créé nos corps ?
Did God create our bodies?
Oui, il a créé nos corps.
Yes, he created our bodies.
Il a aussi créé la terre.
He also created the earth.

Combien est-ce qu'ils ont lu ?
How much did they read?
Ils ont lu exactement ce que nous leur avons donné.
They read exactly what we gave them.
Ils ont lu le chapitre et ils ont prié ensemble.
They read the chapter and they prayed together.

Function: Asking about and describing actions and events
Context: The Plan of Salvation

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the conjugation of the verb *avoir*.
- Practice creating the past participles, as shown in the lesson for a few verbs with -*er*, -*ir* and -*re* endings for various subjects (*je*, *nous*, *ils*, etc...).
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to teach the basics of the Plan of Salvation.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, take the role of a missionary and that of an investigator during your next visit.

The missionary has just sat down to teach a lesson. Using the compound past give the investigator an overview of the **plan of salvation** and respond to any questions they may have.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common verbs, use the compound past to talk with your companion about the different activities and hobbies that you both enjoyed doing before leaving on your mission.

Common Verbs in the Compound Past

Être, Donner, Chanter, Écouter
Étudier, Avoir, Faire, Recevoir
Partager, Bénir

Past Participles of Common Irregular Verbs

Être - été
Avoir - eu
Pouvoir - pu
Devoir - dû
Vouloir - voulu
Faire - fait

Le Passé Composé avec Être

Je suis	**allé**	**en mission.**
I	*went*	*on mission.*

<u>*Question Marker*</u>

Est-ce que

<u>*Question Words*</u>

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

<u>*Response Indicators*</u>

Oui
Yes

Non
No

Parce que
Because

Être

Je (ne) suis	**Nous (ne) sommes**
Tu (n') es	**Vous (n') êtes**
Il/Elle/On (n') est	**Ils/Elles (ne) sont**

(pas)

Les hommes
The men

Jésus-Christ
Jesus-Christ

Joseph Smith
Joseph Smith

Past Participle

	<u>**ER**</u>		
all~~er~~ *to go*	**+ é =**	**allé(e)(s)**	**à l'église** *to church*
			au bosquet *to the grove*
	<u>**IR**</u>		
part~~ir~~ *to go*	**+ i =**	**parti(e)(s)**	**en mission** *on mission*
			chez eux *at their house*
	<u>**RE**</u>		
descend~~re~~ *to come down*	**+ u =**	**descendu(e)(s)**	**sur la terre** *on the earth*

Pourquoi est-ce qu'elles sont allées à l'Église ?
Why did they go to Church?
Parce qu'elles sont devenues plus croyantes.
Because they became more devoted.
Parce qu'elles sont baptisées au nom du Christ.
Because they were baptized in the name of Christ.

Est-ce que Jésus-Christ est descendu parmi les Néphites ?
Did Jesus come down among the Nephites?
Oui, il est descendu parmi les Néphites.
Yes, he came down among the Nephites.
Oui, il est venu accomplir des miracles.
Yes, he came to accomplish miracles.

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the conjugation of the verb *être.*
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to talk about past events.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.
- Take time to **explain** that using *être* requires agreement in number and gender.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and that of an investigator.

The missionary has just sat down to teach a lesson. Using the **compound past** give the investigator a short account of the **life of Joseph Smith**, even if you have to use the compound past with *Avoir*. Be prepared to simply respond to any **questions** they may have.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Drawing from the bank of common verbs, use the compound past to tell your companion about **different activities** the members of your district have done at the MTC using a variety of subjects.

Common Verbs in the Compound Past

Aller, Arriver, Apparaître, Descendre
Entrer, Mourir, Monter
Naître, Venir, Partir
Sortir, Tomber, Rester

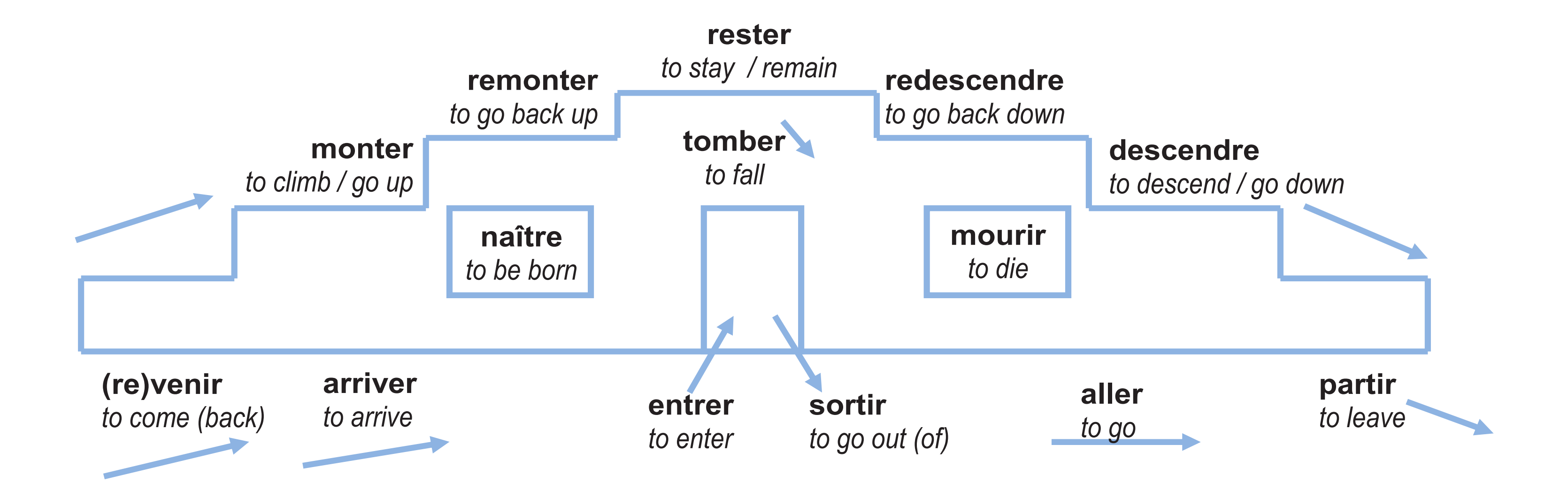
Past Participles of Common Irregular Verbs

Devenir - devenu
Naître - né
Venir - venu
Mourir - mort

Notes

Give missionaries practice deciding, in English whether to use *être* or *avoir* as helper verbs in the past-tense sentences below. All actions which can take place in, on, or around the "house of être" shown below, require the verb *être* as a helper verb. All other verbs require *avoir*.

- We left the house at 9 o'clock.
- We ate dinner with the Legaullier family.
- Jesus Christ created this beautiful earth for us.
- He gave us our agency.
- You came to this earth to be tested.
- They went to the activity with the new members.
- The Angel Moroni descended in a pillar of light.
- We went out to eat with the Jacksons.
- These people were born in Morocco.
- We went up to the fourth floor to visit Jean-Claude.
- She washed the dishes without any help.
- Peter, James and John restored the priesthood.
- My grandfather died about 25 years ago.
- Before his mission, he had a serious accident.
- Joseph Smith translated the plates into English.
- Jean-Pierre stopped smoking in one week.
- He studied the Book of Mormon carefully.
- The Lamanites destroyed the Nephites.
- Martin Harris lost the Book of Mormon manuscript.
- The Prophet spoke at General Conference.
- The hiker fell from the cliff.
- We went down to the store for groceries.
- I did my personal study from 6 to 7 o'clock pm.
- Joseph organized the church in April of 1830.
- They stayed home because of the cold.
- We entered the temple at 6:00pm.



L'Imparfait

Joseph Smith	**lisait (souvent)**	**la Bible.**
Joseph Smith	*read (often)*	*the Bible.*

The stem for the imperfect tense is obtained by taking the 'nous**' form of the present tense of most verbs (except for '**être**'), dropping the '-**ons**' ending and adding the imperfect endings as shown above.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je	**Nous**
Tu	**Vous**
Il/Elle/On	**Ils/Elles**

Jésus-Christ
Jesus-Christ

Joseph Smith
Joseph Smith

Les gens
The people

(ne)

**imperfect stem*

(être) **ét-**
to be

(avoir) **av-**
to have

(prier) **pri-**
to pray

(savoir) **sav-**
to know

(aller) **all-**
to go

\+

imperfect endings

-ais	**-ions**
-ais	**-iez**
-ait	**-aient**

(pas)

(plus)

(jamais)

membre
member

quatorze ans
14 years

Dieu au nom du Christ
God in the name of Christ

la vérité
the truth

lire les Écritures
read the Sciptures

Qu'est-ce que Joseph voulait ?
What did Joseph want?

Il cherchait la vérité.
He wanted to know the truth.

Il voulait une réponse.
He wanted an answer.

Est-ce que Joseph cherchait la vraie Église ?
Was Joseph looking for the true church?

Oui, il cherchait la vraie Église.
Yes, he was looking for the true church.

Non, il ne pouvait pas la trouver.
No, he could not find it.

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the imperfect verb endings and practice conjugating a few verbs for various subjects (*je, nous, ils,* etc...).
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries teach the history Joseph Smith.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and of an investigator during your next visit.

The missionary has just sat down to teach a lesson. Using the imperfect tense, tell the investigator about the **circumstances** leading up to the **First Vision** (including Joseph Smith's childhood, his feelings and desires, and the religious atmosphere of his town), and be prepared to simply respond to any questions they may have.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- With your companion discuss different activities you would do before your mission. Ask each other **questions** using the imparfait to find more **similarities**.

Common Verbs in the Imperfect

Avoir, Être, Donner, Pouvoir
Aller, Écouter, Étudier
Vouloir, Faire, Demander
Prier, Ressentir

Notes

Pratique Conceptuelle: Passé Composé et Imparfait

Practice in English deciding when to use *passé composé* and when to use *imparfait* while narrating an experience or telling a story in the past. Use *passé composé* when referring to actions which occur sequentially, one after another in the story. Use *imparfait* to describe the setting, feelings, and simultaneous actions. If you can use the words "was", "were", or "used to" in translating from English, you should probably use *imparfait*. Ex: Joseph lived (used to live or was living) in the United States.

- Joseph lived in the United States.
- His family members were deeply religious.
- They constantly sought for the truth.
- Many ministers claimed to have the true gospel.
- Joseph desired to know which church was true.
- He remained confused.
- Joseph attended different churches.
- Joseph opened the Bible for guidance.
- He read James 1:5.
- It told him to ask God his question.
- Joseph decided to pray early one spring morning.
- He got up and dressed quietly.
- He went down the stairs quietly.
- He opened the door, went out, and then closed it quietly.
- It was a beautiful, spring morning in 1820.
- The sun was just coming up.
- The bees were humming and the birds were singing.
- He went to a nearby grove of trees.
- He knelt down.
- As he began to pray, he felt the power of Satan.
- While he was struggling against this opposition, he cried out to God.
- At that moment, he saw a pillar of light.
- The light was brighter than the sun.
- In the midst of the light, there were two personages.
- One of them, Jesus Christ, spoke to Joseph.
- He called him by his first name.
- Christ told him not to join any of the churches.
- Joseph was 14 years old when he had this vision.
- God called Joseph to be his prophet.
- God restored his Church through Joseph.
- He also restored his priesthood authority to Joseph.
- John the Baptist conferred the Aaronic priesthood upon Joseph and Oliver.
- Peter, James, and John also appeared to the prophet Joseph and conferred the Melchizedek priesthood upon him.
- Joseph also brought forth a new volume of scripture – the Book of Mormon.
- An angel, Moroni, came and showed Joseph where to find the gold plates.
- Joseph translated the Book of Mormon from the plates.
- He translated them by the power of God.
- The Book of Mormon became a second witness for Jesus Christ.
- Joseph endured many trials.
- He was severely persecuted.
- Despite the opposition Joseph continued faithful.
- When Joseph taught, he taught with power and authority.
- Joseph was eventually imprisoned and martyred.

La Comparaison

Je	suis	plus	heureux	qu'	avant.
I	*am*	*more*	*happy*	*than*	*before.*

*In order to compare qualities, '**de**' is not necessary e.g. **Je suis plus heureux qu'avant**. '**De**' is only used in comparing quantities. In addition, '**aussi**' changes to **'autant de/que'** in the case of nouns.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je	Nous
Tu	Vous
Il/Elle/On	Ils/Elles

(ne) ... **(pas)** / **(jamais)**

Être

suis	sommes
es	êtes
est	sont

Avoir

ai	avons
as	avez
a	ont

Ressentir

ressens	ressentons
ressens	ressentez
ressent	ressentent

plus *more* / **aussi** *as much as* / **moins** *less*

difficile *difficult* / **patient(e)** *patient* / **heureux(se)** *happy*

que *than*

avant *before* / **moi** *me* / **toi** *you* / **lui** *him* / **elle** *she* / **nous** *we* / **vous** *you* / **eux** *them*

---

plus de *more of* / **autant de** *as much as* / **moins de** *less of*

direction *direction* / **paix** *hese* / **réconfort** *comfort* / **réponses** *answers*

Other Helpful Expressions:

Avant la lecture/prière...

Pendant...
During...

Après...
After...

Est-ce vous ressentez plus de paix qu'avant ?
Do you feel more peace than before?

Oui, je ressens plus de paix qu'avant.
Yes, I feel more peace than before.

Non, je ne ressens pas plus de paix qu'avant.
No, I do not feel more peace than before.

Après la lecture, est-ce que vous vous sentez mieux que d'habitude ?
After the reading, do you feel better than usual?

Oui, après la lecture je me sens mieux qu'auparavant.
Yes, after the reading I feel better than before.

Non, après la lecture j'ai plus de questions que d'habitude !
No, after the reading I have more questions than usual.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Follow Up

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to compare and contrast feelings and experiences.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

Comparing and contrasting **adjectives** and **nouns**, talk with one of your investigators about their **feelings** toward the Gospel. Discuss the blessings that living the Gospel brings.

At the end of the practice, write down other verbs/phrases you wanted to use, but felt unsure about.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Think about the **different** circumstances that an investigator might be in. Compare what things they could be doing to lead happier lives.
- Using different adjectives, compare **five** things that are different about you from your pre-missionary life and your missionary experience.

Le Comparatif et Le Superlatif

Le royaume céleste		est		le	plus		glorieux.
The Celestial kingdom		*is*		*the*	*most*		*glorious.*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Adjectifs

Le royaume céleste	**(ne)**	**est**	**(pas)**	**le**	**plus**		**beau(x)**
The Celestial Kingdom		*is*		*the*	*more*		*beautiful*
Le royaume terrestre		**sont**	**(jamais)**	**la**	**moins**		**glorieux(euse)**
The Terrestrial Kingdom		*are*		*the*	*less*		*glorious*
Le royaume téleste				**les**			**haut(e)(s)**
The Telestial Kingdom				*the*			*high*
Les fidèles						**meilleur(e)(s)**	
The faithful						(~~plus bon~~)	
						better	

Adverbes

priaient	*(imparfait)*	**plus**		**sincèrement**
prayed				*sincerely*
		moins		**complètement**
ont accepté	*(p.c.)*			*fully*
accepted			**mieux**	
			(~~plus bien~~)	
			best	

Est-ce que le royaume terrestre est le plus haut ?
Is the terrestrial kingdom the highest?
Non, mais il est plus haut que le royaume téleste.
No, but it is higher than the telestial kingdom.
Non, il n'est pas le plus haut.
No, it is not the highest.

Pourquoi est-ce que le royaume céleste est le plus beau ?
Why is the celestial kingdom the most beautiful?
Parce qu'il y a le plus de personnes justes.
Because it has the most just people.
Parce qu'il est le plus glorieux.
Because it is the most glorious.

Function: Asing and answering questions of contrasting attitudes, emotions, and feelings
Context: The Kingdoms of Glory

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath including the gender.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to explain the different kingdoms of glory to their investigators.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.

In-Class Practice Activity

It's nightly planning. Using the **comparative and superlative**, tell each other what activites would be most effective, and who would be best to visit the following day in order to teach **at the level** the Lord expects.

At the end of the practice, write down other verbs/phrases you wanted to use, but felt unsure about.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- Describe **family and friends** from before your mission. Compare and contrast their different qualities and personality traits.

Le Futur

Vous	**recevrez**	**une réponse.**
You	*will receive*	*an answer.*

*Stems for '-**er**' and '-**ir**' verbs are just the verb in the infinitive. For '-**re**' verbs simply remove the final '**e**' to create the stem. Common irregular stems: (**être**→**ser-**, **aller**→**ir-**, **faire**→**fer-**, **pouvoir**→**pourr-**,**tenir**→**tiendr-**, **venir**→**viendr-**, **voir**→**verr-**, **devoir**→**devr-**)*

Question Marker

Est-ce que

Question Words

Comment
How

Pourquoi
Why

Quand
When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je	**Nous**
Tu	**Vous**
Il/Elle/On	**Ils/Elles**

(ne) **(y)**

Stems

ser-
to be

aur-
to have

ressentir-
to feel

pourr-
to be able to

voudr-
to want to

prier-
to pray

\+ *Future endings*

-ai	**-ons**
-as	**-ez**
-a	**-ont**

(pas)

(plus)

renforcé(e)(s)
reinforced

une confirmation
a confirmation

la paix
the peace

à la réunion de Sainte-Cène
to the sacrament meeting

la certitude
to know completely

demander avec un cœur sincère
to ask with a sincere heart

Est-ce qu'il recevra une réponse ?
Will he receive an answer?
Oui, il recevra une réponse.
Yes, he will receive an answer.
Il n'aura pas de réponse sans prier.
He will not get an answer without praying.

Pourquoi est-ce que je ressentirai la paix ?
Why will I feel peace?
Parce que vous saurez la vérité.
Because you will know the truth.
Parce que vous serez touché par l'Esprit.
Because you will be touched by the Spirit.

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the future verb endings and practice conjugating a few verbs for various subjects (*je, nous, ils,* etc.).
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries promise blessings more effectively.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and the role of one of your investigators during your next visit.

The missionary has just sat down to teach a lesson to a new investigator. Using verbs in the future tense explain to the investigator what they will do as they prepare to be baptized.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time and do the following activity:

- Drawing from the bank of common verbs, talk with your companion about the **type of missionary** you want to be, and what you will do in order to become that missionary.
- Practice **promising blessings** to investigators for a variety of invitations.

Common Verbs in the Future Tense

Commencer, Être, Bénir, Discuter
Étudier, Avoir, Prier
Demander, Faire, Aller
Vouloir, Pouvoir, Obéir, Comprendre

Les Verbes Pronominaux

Je me	lève	à 7 heures du matin.
I	*wake (myself) up*	*at 7 am.*

Question Marker

Est-ce que

Question Words

Comment
How

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Why

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When

Que
Is

Où
Where

Qui
Who

Response Indicators

Oui
Yes

Non
No

Parce que
Because

Je (ne) me	**Nous (ne) nous**
Tu (ne) te	**Vous (ne) vous**
Il/Elle/On (ne) se	**Ils/Elles (ne) se**

Les missionnaires
The missionaries

Mon collègue
My companion

~~se~~ réveill~~er~~
to wake up

~~se~~ lev~~er~~ +

~~se~~ bross~~er~~
to brush

~~se~~ prépar~~er~~
to prepare

~~se~~ souven~~ir~~ de*
to remember

~~se~~ demand~~er~~
to ask

-er endings	
-e	**-ons**
-es	**-ez**
-e	**-ent**

(pas)

(rien)

(plus)

(jamais)

très tôt le matin
very early in the morning

à quel point Dieu nous aime
how much God loves us

les dents
the teeth

les cheveux
the hair

à enseigner mes / nos / leurs amis de l'Église
to teach my/our/their investigators

* '***Se Souvenir***' *is conjugated like* '***venir***' *and is always followed by* '***de***'.

Allez-vous vous faire baptiser ?
Are you going to get baptized?
Oui, je vais me faire baptiser.
Yes, I will get baptized.
Non, je me suis déjà fait baptiser.
No, I have already been baptized.

Est-ce que vous vous demandez si Dieu vous aime ?
Do you ask yourself if God loves you?
Oui, je me demande à quel point Dieu m'aime.
Yes, I ask myself how much God loves me.
Non, je ne me demande pas si Dieu m'aime.
No, I do not ask myself if God loves me.

Function: Asing about and describing actions and events
Context: Daily Activities

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the reflexive verb endings and practice conjugating a few verbs for various subjects (*je, nous, ils*, etc.).
- **Study** the vocabulary and **write** the English translation
- underneath the verbs and phrases.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries discuss events and times of the day.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few more verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.
- **Decide** if you will include an explanation of **expressing time** during class, or if you will have the missionaries practice it by themselves.

In-Class Practice Activity

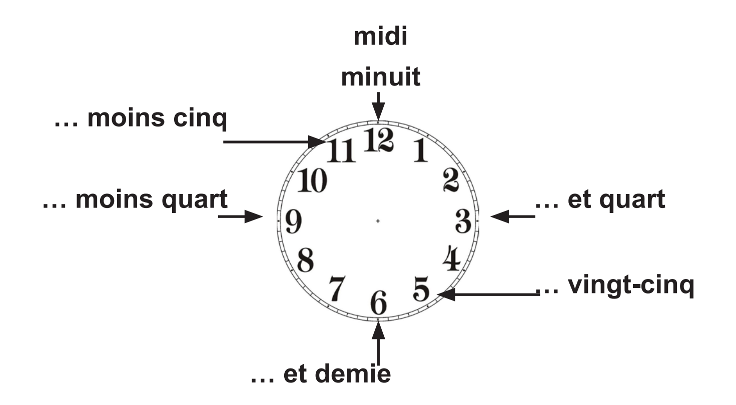
As a companionship, take turns playing the role of a missionary and that of an investigator during your next visit.

At the begining of the lesson, **the investigator is curious** about the missionaries' schedule. **The missionary explains** how he gets ready in the morning and what he and his companion do throughout the day.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for the following activity:

- With your companion **practice telling time** in French. After you feel comfortable with time, begin to practice using reflexive verbs to express your daily schedule.



Common Pronominal Verbs

se raser, s'appeler, se coucher, s'amuser s'habiller, se tromper, s'engager, s'asseoir se dépêcher, s'intéresser à se faire baptiser,se laver

Expressing time:

"Il est (# hr.) heure (*# min.)."
Example: "Il est <u>onze</u> heure <u>vingt-cinq</u>"

* The minute can be replaced by the expressions of time above.

Notes

Pratique Conceptuelle: La Voix Active et La Voix Passive

Practice changing the active voice sentences shown below into passive voice. For example, the teacher gives an active voice sentence: *Joseph translated the gold plates into English*; a missionary changes it to passive voice: *The gold plates were translated into English by Joseph Smith.*

- **Joseph translated the gold plates into English.**
- **The Prophet Moroni wrote the book of Moroni.**
- **The Prophet Nephi accomplished many great things through his faith.**
- **Both Lehi and Nephi saw a vision of the tree of life.**
- **2500 people saw the Savior on the first day of his visit to the Nephites.**
- **The Savior taught the Nephites many important principles during his visit.**
- **Lehi found the Liahona in front of his tent door early one morning.**
- **Nephi created a hand-made bow when his bow broke in the wilderness.**
- **Nephi cut off Laban's head when he found him lying drunk in the street.**
- **Nephi compelled Laban's servant to accompany them into the wilderness.**
- **The Lord instructed Nephi in the art of ship building.**
- **Nephi made tools in order to build the ship for their voyage to the promised land.**
- **Laman and Lemuel tied Nephi up and threatened to throw him overboard.**
- **The Lord calmed the storm after Laman and Lemuel untied Nephi.**
- **Lehi offered a sacrifice of thanksgiving upon their arrival in the promised land.**
- **After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.**
- **The Lord warned Nephi in a dream to separate themselves from the "Lamanites".**
- **The Lord promised both Nephites and Lamanites prosperity if they were righteous.**
- **The Lamanites eventually destroyed the Nephites because of their wickedness.**
- **The Lord withdrew his disciples from among the people at the end of the Book of Mormon.**

La Voix Passive

Le Livre de Mormon	a	été	écrit	par des prophètes.
The Book of Mormon	*had*	*been*	*written*	*by the prophets.*

*In the passive voice, the action described by the verb is being done to the subject by an agent, which is usually introduced by '**par**' or '**de**', or left out entirely when the sentence is ended after the verb. The passive voice always has one more verb than the active voice. To use the passive voice in any tense, conjugate '**être**' accordingly.*

<u>*Question Marker*</u>

Est-ce que

<u>*Question Words*</u>

Comment *How*
Pourquoi *Why*
Quand *When*
Que *Is*
Où *Where*
Qui *Who*

J' (n')	**Nous (n')**
Tu (n')	**Vous (n')**
Il/Elle/On (n')	**Ils/Elles (n')**

Les plaques d'or *The plates of gold*
L'Église de Jésus-Christ *The church of Jesus-Christ*
Les missionnaires *The missionaries*
Les Écritures *The Scriptures*

Passé Composé: ***Avoir* (conjugated)** *to have* — **(pas)** / **(rien)** / **(jamais)** — ***(été)***

Présent: ***Être* (conjugated)** *to be*

<u>**ER**</u>
enseign~~er~~ + **é(e)(s)*** — *to teach*

<u>**IR**</u>
rétabl~~ir~~ + **i(e)(s)*** — *to re-establish*

<u>**RE**</u>
entend~~re~~ + **u(e)(s)*** — *to hear*

<u>*irregular*</u>
découvrir = **découvert(e)(s)*** — *to discover*
promettre = **promis(e)(s)*** — *to promise*

par *by* / **de** *of*

les prophètes *the prophets*
Jésus *Jesus*
Néphi *Nephi*
Le Seigneur *the Lord*
Joseph Smith *Joseph Smith*

<u>*Response Indicators*</u>

Oui *Yes*
Non *No*
Parce que *Because*

**Past participles must agree in number and gender with the subject in the passive voice.*

Est-ce que la vérité est enseignée par les prophètes ?
Is the truth being taught by the prophets?
Oui, elle est enseignée par les prophètes.
Yes, it is being taught by the prophets.
Oui, la vérité a été découverte à cause de Joseph Smith.
Yes, the truth had been discovered because of Joseph Smith.

Est-ce que les principes de l'Évangile ont été enseignés par Néphi ?
Have the gospel principles been taught by Nephi?
Oui, ils ont été enseignés par Néphi.
Yes, they were taught by Nephi.
Oui, mais les plaques d'or ont été traduites par Joseph.
Yes, but the gold plates were translated by Joseph.

Pre-Class Preparation for the Missionary

- With your companion, make sure you are both **comfortable** with the verbe *Être* in different tenses and with creating past participles.
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries explain background context of the topics they will teach during their next visit.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.
- **Explain** that the passive voice can be used in different tenses by conjugating the verb "*être*" in that tense, then adding the past participle of the main verb.

In-Class Practice Activity

As a companionship, take turns playing the role of a missionary and that of an investigator during your next visit.

The missionary has just sat down to teach a lesson. Using the passive voice, give the investigator an **overview of the history** of the church and be prepared to simply respond to any questions they may have using the passive voice.

At the end of the practice, write down other verbs/phrases you found useful.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time and do the following activity:

- Drawing from the bank of common verbs and talk with your companion about **the savior's life** using the passive voice.
- Translate **three to five** passive voice sentences from the '*Pratique Conceptuelle*' on p.g. 79.

Common Verbs in the Passive Voice

Faire, Trouver, Voir, Accomplir Avoir, Vaincre, Recevoir, Prêcher Perdre, Enlever, Tuer

L’Impératif

Faites ce que Dieu vous a commandé.
Do *what God has commanded you.*

*The imperative, or the command form is constructed by simply using the conjugated verb for ‘**tu**’, ‘**nous**’, or ‘**vous**’ and leaving out the subject pronoun.*

Oui, *Yes*
Non, *No*

Faire

-	(Ne) Faisons
(Ne) Fais	(Ne) Faites
-	-

(pas) / **(rien)** / **(jamais)** **(de)**

tes / nos / vos devoirs
your/our homework

ce que Dieu tu / vous / nous a commandé
what God has commanded you/us

Être

-	(Ne) Soyons
(Ne) Sois	(Ne) Soyez
-	-

à l’heure pour notre ami de l’Église
on time for your investigator

plus comme Jésus
more like Christ

Avoir

-	(N’) Ayons
(N’) Aie	(N’) Ayez
-	-

toujours le Saint-Esprit avec nous
always the Holy Ghost with us

confiance en Lui
Trust in Him

Ne faites rien contre la volonté de Dieu.
Do not do anything against the will of God.

Obéis à tes parents !
Obey your parents!

Jésus a dit: « Suivez-moi, et je vous ferai pêcheurs d’hommes. »
Jesus said: “Follow me, and I will make you fishers of men.”

Pensez à l’Esprit pendant la leçon.
Think of the Spirit during the lesson.

Partagez votre expérience s’il vous plaît.
Share yur experience, please.

Disons que vous venez à l’Église, allez-vous rester pour les trois heures ?
Let’s say you come to church, are you going to stay for the three hours?

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Giving Simple Instructions

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be comfortable with the command form.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship:

It's nightly planning. Using the imperative, tell each other what you need to do to **prepare**, and what you should both do **together** in order to teach at the level that the Lord expects.

At the end of the practice, write down other verbs/phrases you wanted to use, but felt unsure about.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time for following activity:

- Drawing from the bank of common verbs, practice giving suggestions and recommendations to your companion.
- Using any verbs, track yourself and use the imperative **five** times throughout the rest of the day.

Common Verbs in the Imperative Mood

Interrompre, Laisser, Expliquer, Chercher, Écrire, Inviter, Raconter, Trouver, Oublier, Dire, Vérifier, Chanter

Le Subjonctif I – Afin Que et Pour Que

Dieu	nous	bénit afin que	nous	puissions	avoir l'Esprit.
God	*us*	*bless so that*	*we*	*may*	*have the Spirit.*

*To create the stem of a regular subjunctive verb take the present tense conjugation for '**ils/elles**' and drop the '**-ent**', then add the appropriate subjunctive ending.*

	Direct Obj.								
Dieu *God*	**me / nous**	**bénit**	**afin que (qu')** **pour que (qu')** *so that*	**je** / **tu** / **il/elle/on**	**nous** / **vous** / **ils/elles**	**(ne)**	*Subjunctive Stems*	**(pas)**	**à l'Église** *to Church*
Jésus-Christ *Jesus-Christ*	**te / vous**	**aide**					**assist-** *to attend*		**à notre rendez-vous** *to our appointment*
L'Évangile *The Gospel*	**le / la / les**						**obéiss-** *to obey*		**à la Parole de Sagesse** *to the Words of Wisdom*
							puiss- *to be able to*		

Subjunctive Stems + *Endings*

-e	-ions
-es	-iez
-e	-ent

Offrir une Prière

<u>*Question Marker*</u> **Est-ce que**	**Bénis-** *to bless*	**moi** *me*	**pri-** *to pray*	**enseigner** *to teach*
<u>*Question Words*</u> **Comment** *How*	**Aide-** *to help*	**nous** *us*		**faire ta volonté** *to do His Will*
Pourquoi *Why*		**notre ami** *our friend*		**connaître les besoins des autres** *to know the needs of others*
Quand *When*	<u>*Response Indicators*</u> **Oui** *Yes*			
Que *Is*	**Non** *No*			
Où *Where*	**Parce que** *Because*			
Qui *Who*				

Pourquoi est-ce que Dieu vous bénit ?
Why does God bless us?
Il me bénit afin que je puisse enseigner avec l'Esprit.
He blesses me so that I can teach with the Spirit.
Il vous bénit afin que vous surmontiez la tentation.
He blesses you so that you can overcome the tentation.

Pourquoi est-ce que Dieu nous aide ?
Why does God help us?
Il nous aide pour que nous puissions faire sa volonté.
He helps us so that we can do His will.
Il nous aide pour que nous ne doutions pas ses paroles.
He helps us so we do not doubt His words.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Explain the Necessity of Blessings

Pre-Class Preparation for the Missionary

- With your companion, **memorize** the regular subjunctive verb endings and practice conjugating a few verbs for various subjects (*je, nous, ils*, etc...).
- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to explain gospel truths to their investigators.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.

In-Class Practice Activity

In a lesson with one of your investigators, **take turns** teaching why God wants us to pray, then give an **example of prayer** using the subjunctive. Invite the investigator to do the same. You can also practice teaching **what God wants** for the investigator.

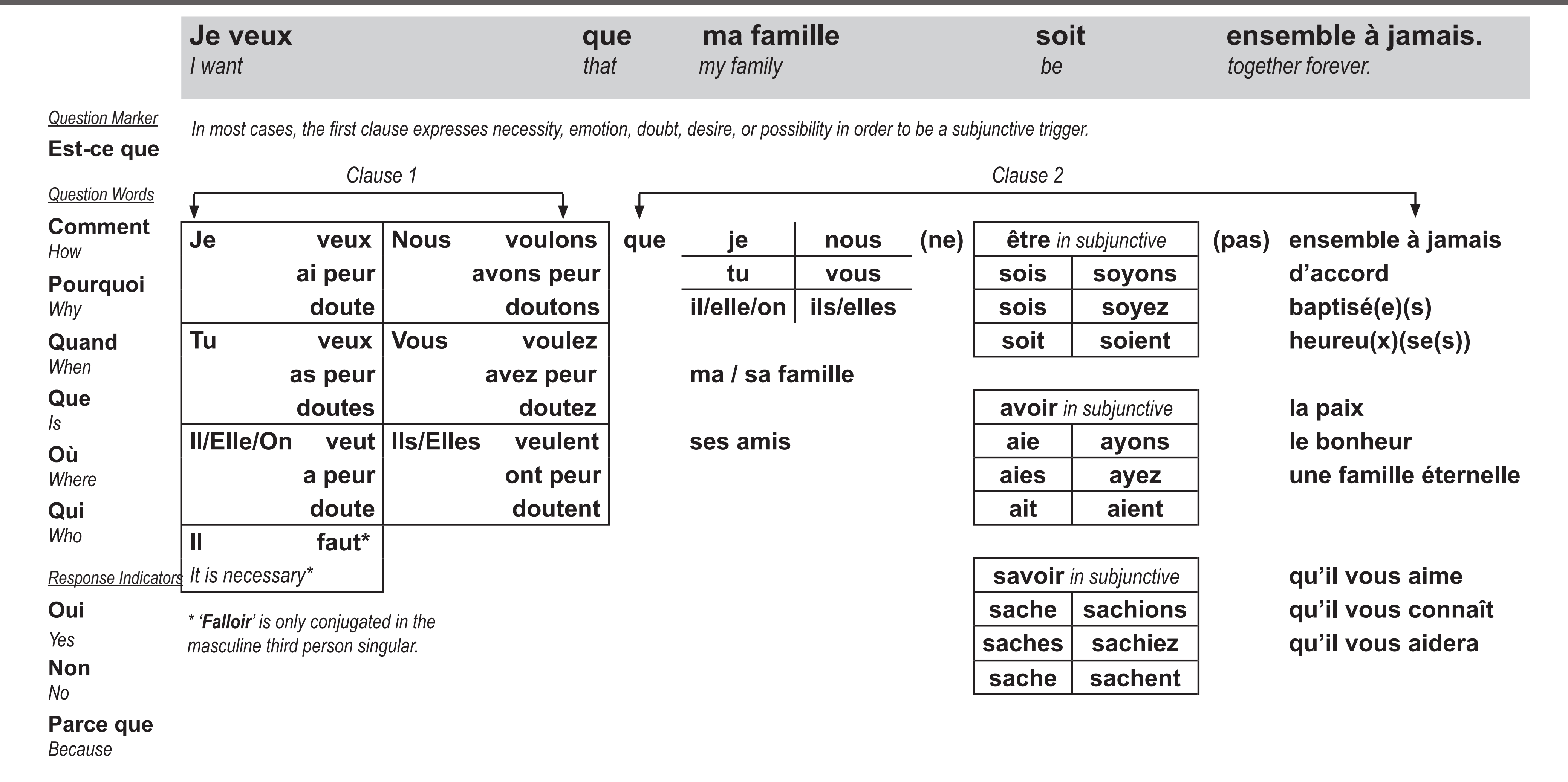
At the end of the practice, write down other verbs/phrases you wanted to use, but felt unsure about.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time and do the following activity:

- Choose **five to ten** verbs individually or with your companion and practice finding the subjunctive stem, then without looking use the phrases learned today and practice explaining why you do certain things.
- As you pray throughout the rest of your time at the MTC, make sure to include **at least** one sentence in the **subjunctive**.

Le Subjonctif II - Avoir, Être, et Savoir



Je veux	que	ma famille	soit	ensemble à jamais.
I want	*that*	*my family*	*be*	*together forever.*

Question Marker

Est-ce que

Question Words

Comment *How*

Pourquoi *Why*

Quand *When*

Que *Is*

Où *Where*

Qui *Who*

Response Indicators

Oui *Yes*

Non *No*

Parce que *Because*

In most cases, the first clause expresses necessity, emotion, doubt, desire, or possibility in order to be a subjunctive trigger.

Clause 1

Je	**veux / ai peur / doute**	**Nous**	**voulons / avons peur / doutons**
Tu	**veux / as peur / doutes**	**Vous**	**voulez / avez peur / doutez**
Il/Elle/On	**veut / a peur / doute**	**Ils/Elles**	**veulent / ont peur / doutent**
Il *It is necessary**	**faut***		

* '**Falloir**' is only conjugated in the masculine third person singular.

Clause 2

que

je	**nous**
tu	**vous**
il/elle/on	**ils/elles**

ma / sa famille

ses amis

(ne)

être *in subjunctive*	
sois	**soyons**
sois	**soyez**
soit	**soient**

avoir *in subjunctive*	
aie	**ayons**
aies	**ayez**
ait	**aient**

savoir *in subjunctive*	
sache	**sachions**
saches	**sachiez**
sache	**sachent**

(pas)

ensemble à jamais
d'accord
baptisé(e)(s)
heureu(x)(se(s))

la paix
le bonheur
une famille éternelle

qu'il vous aime
qu'il vous connaît
qu'il vous aidera

Est-ce que vous voulez que vos amis soient baptisés?
Do you want your friends to be baptized?

Oui, nous voulons que nos amis soient baptisés.
Yes, we want our friends to be baptized.

Non, nous ne voulons pas que nos amis soient baptisés.
No, we do not want our friends to be baptized.

Est-ce que vous avez peur que votre famille ne soit pas d'accord?
Are you afraid that your family will not agree?

Oui, j'ai peur que ma famille ne soit pas d'accord.
Yes, I am afraid that my family will not agree.

Non, je ne doute pas que ma famille soit d'accord.
No, I do not doubt that my family will agree.

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to respond to their investigators' concerns more effectively.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship, take **turns role-playing** being a missionary and one of your investigators during your next visit.

The investigator explains that they are interested in the unique lifestyle Mormons lead. Practice **explaining why members** of the church act the way they do. Apply the **subjunctive** principle and any other grammar principles that you know.

Post-Class Review

Set aside 10 to 15 minutes today in either your language study or additional study time and do the following activity:

- Drawing from the bank of common verbs, talk with your companion about **when** to use each of the verbs, then role-play that situation using the subjunctive appropriately.
- Using the six **trigger phrases** you have already learned, practice throughout the day, gospel-based phrases with your companion.
- **Study** the irregular subjunctive stems below.

Commonly Used Verbs in the Subjunctive

Prier, Lire, Venir, Aimer, Connaître
Partir, Travailler, Prendre

Irregular Subjunctive Stems

faire *in subjunctive*	
fasse	**fassions**
fasses	**fassiez**
fasse	**fassent**

aller *in subjunctive*	
aille	**allions**
ailles	**alliez**
aille	**aillent**

pouvoir *in subjunctive*	
puisse	**puissions**
puisses	**puissiez**
puisse	**puissent**

vouloir *in subjunctive*	
veuille	**voulions**
veuilles	**vouliez**
veuille	**veuillent**

Le Futur et Le Conditionnel

Vous	**recevriez**	**une réponse.**
You	*should receive*	*an answer.*

Question Marker
Est-ce que

Question Words
Comment *How*
Pourquoi *Why*
Quand *When*
Que *Is*
Où *Where*
Qui *Who*

Response Indicators
Oui *Yes*
Non *No*
Parce que *Because*

** Regular verb stems are just the verb in its infinitive form with the exception of '-**re**' verbs. In the case of '-**re**' verbs, simply remove the final '**e**'.*

Je	**Nous**
Tu	**Vous**
Il/Elle/On	**Ils/Elles**

(ne)

Stems
recevr- *to receive*
***ressentir-** *to feel*
saur- *to know*
***enseigner-** *to teach*
devr- *to have to*
pourr- *to be able to*

Conditional Endings	
-ais	**-ions**
-ais	**-iez**
-ait	**-aient**

Future Endings	
-ai	**-ons**
-as	**-ez**
-a	**-ont**

(pas)
(rien)
(plus)
(jamais)

une réponse *an answer*
la paix *peace*
le réconfort *comfort*
le pardon de ses péchés *forgiveness for his sins*
prier *to pray*
lire le Livre de Mormon *to read the Book of Mormon*

Est-ce qu'il recevra une réponse ?
Will he receive an answer?
S'il prierait, il saura la vérité.
If he prays, he will know the truth.
Est-ce que vous m'enseigneriez à prier ?
Will you teach me how to pray.

Pourquoi est-ce que le Christ me sauverait ?
Why will Christ save me?
Parce qu'il vous guidera.
Because he will guide you.
Parce que vous pourrez changer si vous le voudriez.
Because you will be able to change if you want to.

Function: Asking and answering questions of cause and effect
Context: Planning a Future Lesson

Pre-Class Preparation for the Missionary

- **Study** the vocabulary and **write** the English translation underneath.
- **Review** the method for creating stems in the future on Pg. 74.

Pre-Class Preparation for the Teacher

This board display is meant to help your missionaries be able to teach more effectively.

- **Add** a few vocabulary words/short phrases to the board display.
- **Choose** sentences on the board display you want to focus on.
- **Add** a few verbs that you would like your missionaries to know to the verb bank in the Post-Class Review.

In-Class Practice Activity

As a companionship discuss your next visit with your investigators.

It's nightly planning. Using the future and conditional tenses, tell each other what you **could, should, would,** and **will** do/teach in the next lesson, and **what you should, could, would,** and **will** do together in order to teach at the level that the Lord expects.

At the end of the practice, write down other verbs/phrases you wanted to use, but felt unsure about.

Post-Class Review

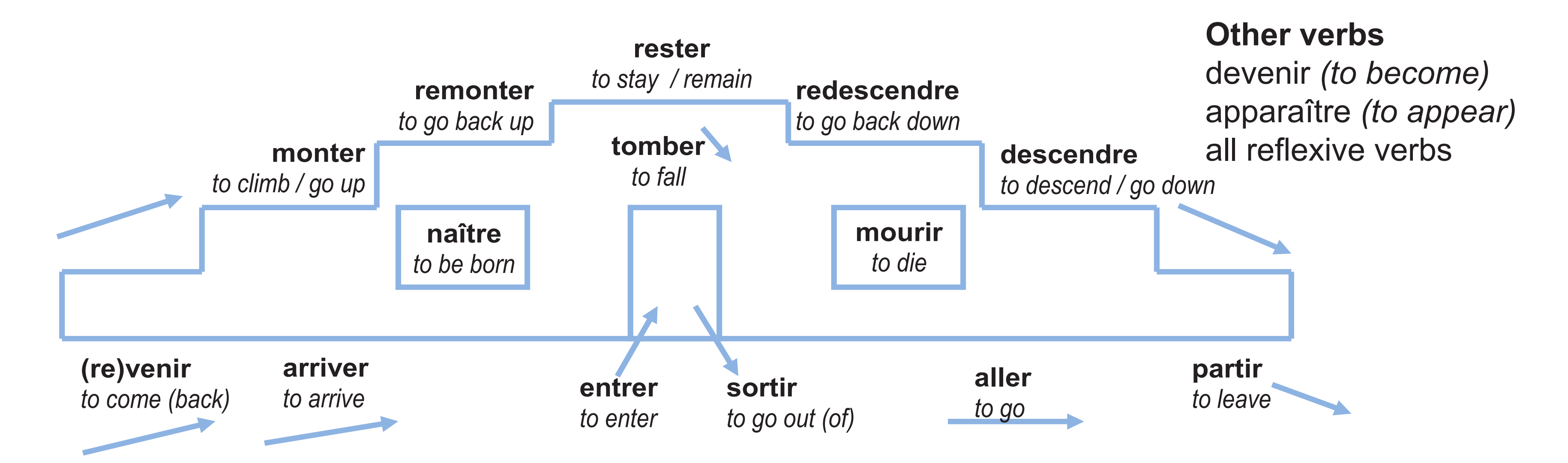
Set aside 10 to 15 minutes today in either your language study or additional study time and do the following activity:

- Talk with your companion about more things that you **will do** in upcoming lessons. Depending on possible actions by your investigator, discuss what you **would** or **could** do.
- Study the irregular future and conditional stems.
- Using any verbs you want, **track yourself** and use the future and the conditional at least five times throughout the rest of the day.

Common Irregular Future and Conditional Stems

aller→**ir-**, avoir→**aur-**, être→**ser-**, faire→**fer-**
devoir→**devr-**, pouvoir→**pourr-**, savoir→**saur-**
tenir→**tiendr-**, venir→**viendr-**, vouloir→**voudr-**
recevoir→**recevr-**, voir→**verr-**

Verbs that use *être* in the past participle



J' ai	Nous avons
Tu as	Vous avez
Il / Elle / On a	Ils / Elles ont

Je suis	Nous sommes
Tu es	Vous êtes
Il / Elle / On est	Ils / Elles sont

+ Participe Passé

Regular Past Participles

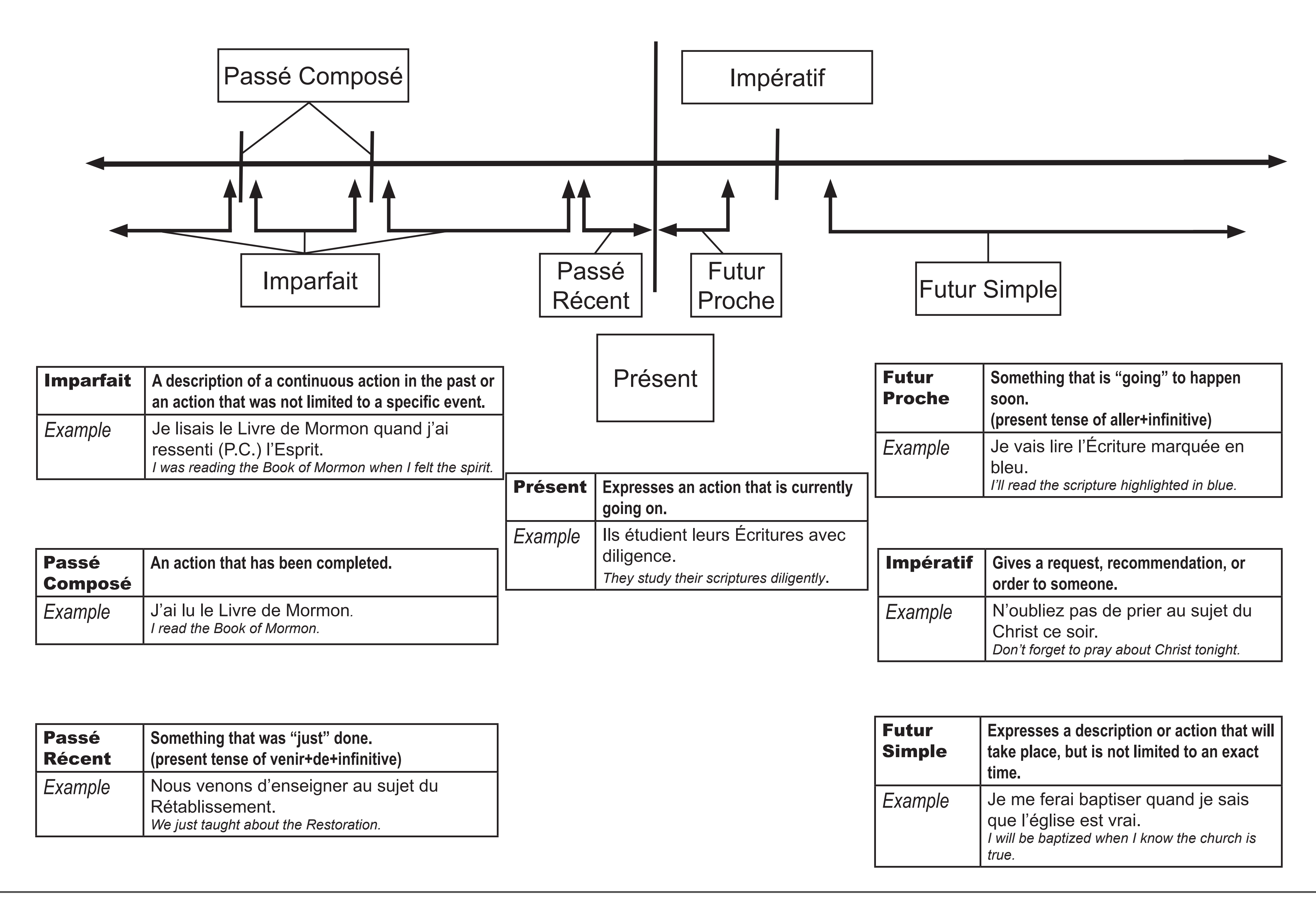
-er - é

-ir - i

-re -u

Irregular Past Participles

apparaître	=	apparu	faire	=	fait
apprendre	=	appris	lire	=	lu
avoir	=	eu	mettre	=	mis
boire	=	bu	mourir	=	mort
connaître	=	connu	naître	=	né
courir	=	couru	ouvrir	=	ouvert
croire	=	cru	prendre	=	pris
décevoir	=	déçu	pouvoir	=	pu
devenir	=	devenu	recevoir	=	reçu
devoir	=	dû	savoir	=	su
dire	=	dit	venir	=	venu
écrire	=	écrit	voir	=	vu
être	=	été	vouloir	=	voulu



Imparfait	**A description of a continuous action in the past or an action that was not limited to a specific event.**
Example	Je lisais le Livre de Mormon quand j'ai ressenti (P.C.) l'Esprit. *I was reading the Book of Mormon when I felt the spirit.*

Présent	**Expresses an action that is currently going on.**
Example	Ils étudient leurs Écritures avec diligence. *They study their scriptures diligently*.

Futur Proche	**Something that is "going" to happen soon. (present tense of aller+infinitive)**
Example	Je vais lire l'Écriture marquée en bleu. *I'll read the scripture highlighted in blue.*

Passé Composé	**An action that has been completed.**
Example	J'ai lu le Livre de Mormon. *I read the Book of Mormon.*

Impératif	**Gives a request, recommendation, or order to someone.**
Example	N'oubliez pas de prier au sujet du Christ ce soir. *Don't forget to pray about Christ tonight.*

Passé Récent	**Something that was "just" done. (present tense of venir+de+infinitive)**
Example	Nous venons d'enseigner au sujet du Rétablissement. *We just taught about the Restoration.*

Futur Simple	**Expresses a description or action that will take place, but is not limited to an exact time.**
Example	Je me ferai baptiser quand je sais que l'église est vrai. *I will be baptized when I know the church is true.*

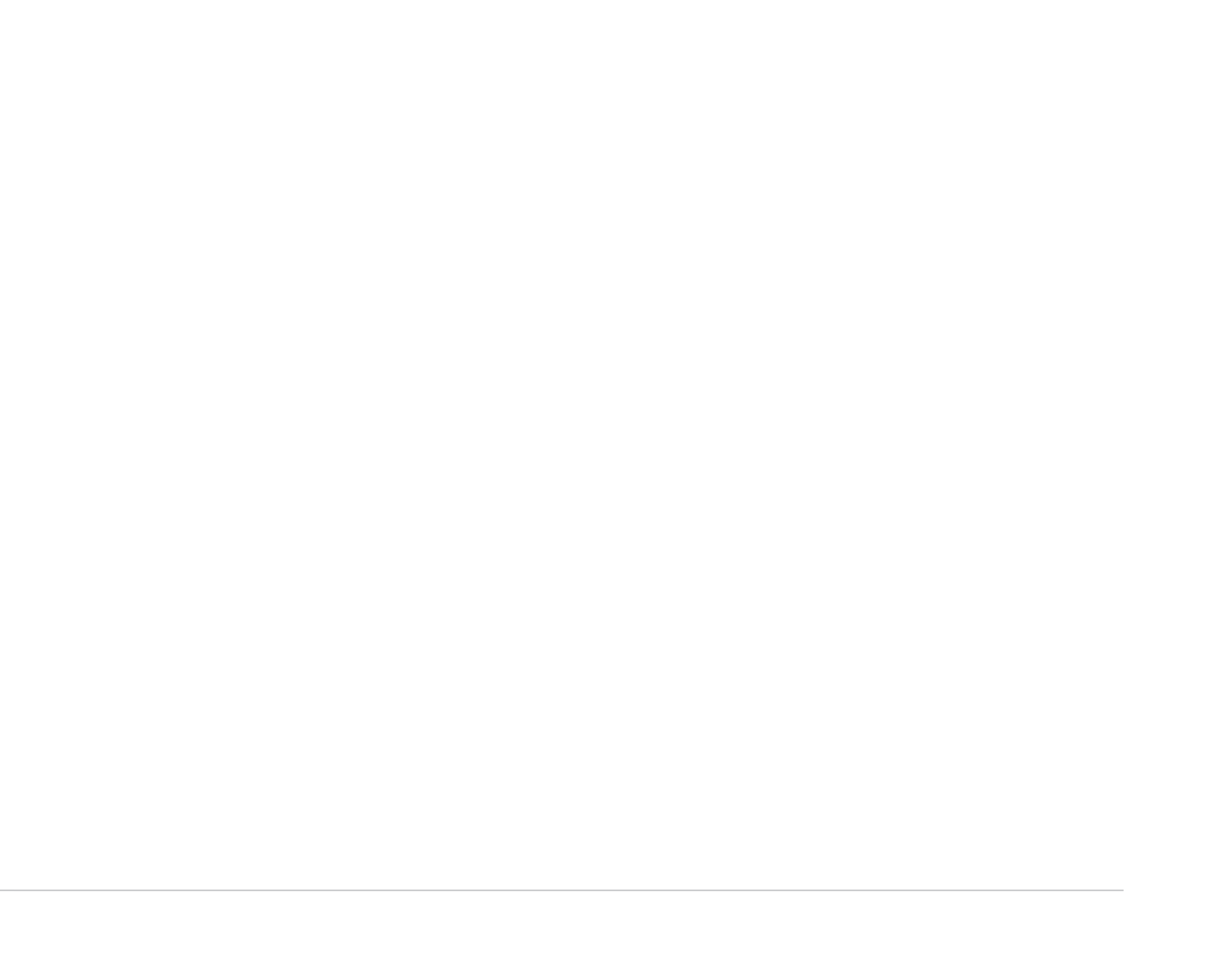
Comment Construire une Phrase

Subject	ne	Reflexive Pronoun	Direct Objects Pronoun	Indirect Objects Pronoun	**Y** Pronoun	**En** Pronoun	(Auxiliary) Verb	pas	(Past Participle)	Remainder of Sentence
A person (name) or thing that is being discussed, described, or dealt with		To be used when the subject(s) performing the verb are the same as the object(s) being acted upon.	A person or thing **not** preceded by a preposition	A person preceded by the preposition **à**	Replaces prepositons beginning by: ***à, en, chez, dans, sur, etc.***	Replaces the prepositon ***de***	Main verb of the phrase. ***(Avoir*** or ***Être*** in the Passé Composé).		(Only applies in a sentence with Passé Composé).	
					Example	*Example*				
Je / **Nous**		**me** / **nous**	**me** / **nous** *me* / *us*	**me** / **nous** *to me* / *to us*	**Je vais à Paris**	**Nous voulons de l'eau**				
Tu / **Vous**										
Il / Elle / **Ils / Elles**		**te** / **vous**	**te** / **vous** *you* / *you*	**te** / **vous** *to you* / *to you*	**J'y vais**	**Nous en voulons**				
		se / **se**	**le/la/l'** / **les** *him/her/it* / *them*	**lui** / **leur** *to him/her* / *to them*						

Q1	*Est-ce que vous avez mis le Livre de Mormon sur la table ?*
A1	**Oui / Non, Je (ne) l'y ai (pas) mis.**
Q2	*J'ai eu beaucoup d'expériences qui me témoignent que Dieu existe.*
A2	**J'en ai eu plusieurs aussi.**
Q3	*Avez-vous donné le Livre de Mormon à Joseph et à Marie ?*
A3	**Oui / Non, nous (ne) le leur avons (pas) donné.**
Q4	*Enseignerez-vous vos amis de l'Église au parc ?*
A4	**Oui / Non, Nous (ne) les y enseignerons (pas).**

accent	ALT code
À	ALT + 0192
Â	ALT + 0194
È	ALT + 0200
É	ALT + 0201
Ê	ALT + 0202
Î	ALT + 0206
Ç	ALT + 0199
Ô	ALT + 0212
Œ	ALT + 0140

à	ALT + 0224
â	ALT + 0226
è	ALT + 0232
é	ALT + 0233
ê	ALT + 0234
î	ALT + 0238
ï	ALT + 0239
ô	ALT + 0244
œ	ALT + 0156
ù	ALT + 0249
û	ALT + 0251
ç	ALT + 0231



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